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ABSTRACT

Presented is the final technical report on the evaluation of the 1988-89 supplementary education programs of the Austin (Texas) Independent School District funded under Chapter 2 of the Education Consolidation and Improvement Act. The following major findings are reported: (1) extracurricular transportation costs, which had been reduced by eliminating morning routes, were 49 percent lower per student in 1988-89 than in 1987-88; (2) half of the participants in a first-year Academic Decathlon contest rated the program to be effective, but Black and Hispanic participation was low compared to District ethnic percentages; (3) rates of corporal punishment and other disciplinary actions have continued to decline at the three schools where Project ASSIST has been implemented, but the percentage of Black students sent to the ASSIST room continues to be disproportionately high compared to ASSIST school ethnic percentages; and (4) the Comprehensive Competencies Program Lab, a dropout prevention program at one high school, appears to have had a positive effect on participants' academic achievement for both fall and spring participants; however, effects on attendance and credits earned are mixed and the overall dropout rate was similar to what would be predicted for high risk students. Statistical data are included on 27 tables and graphs. Fourteen appendices making up the bulk of the document comprise a copy of a district-wide needs assessment questionnaire plus descriptions of the data-gathering procedures for the following programs: (1) Extracurricular Transportation Program; (2) Homework Pilot Program; (3) Outdoor Learning Program; (4) Peer Assistance and Leadership (PAL) Program; (5) Pre-Kindergarten Program; 6) Private Schools Program; (7) Project ASSIST; (8) Spanish Academy; (9) TEAMS Improvement Funds; (10) Wicat Computer Lab Instructional Aide; (11) Johnston Comprehensive Competencies Program Lab; (12) School-Community Liaison Programs; and (13) Academic Decathalon Program. (FMW)

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Research and Evaluation

CHAPTER 2 FORMULA

1988-89 FINAL TECHNICAL REPORT

Publication Number 88.32

June 30, 1989

Austin Independent School District
Austin, Texas

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DEPARTMENT OF MANAGEMENT INFORMATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

Evaluation Associate:
Darrick Eugene

Evaluator:
Nancy Baenen

CHAPTER 2 FORMULA

1988-89 FINAL TECHNICAL REPORT

Publication Number 88.32

June 30, 1989

Executive Director:
Glynn Ligon, Ph.D.

ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

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☆ Wicat Computer Lab ☆ TEAMS Improvement

☆ Academic Decathalon ☆ ASSIST ☆ Extracurricular Transportation ☆ Homework Pilot

☆ Spanish Academy ☆ School-Community Liaison ☆ Private Schools ☆ Pre-Kindergarten

Chapter 2 Formula Evaluation

1988-89

☆ Johnston CCP Lab ☆ Outdoor Learning ☆ PAL

CHAPTER 2 FORMULA:
1988-89 EVALUATION
EXECUTIVE SUMMARY

AUTHORS: Darrick Eugene and Nancy Baenen

Program Description

Chapter 2 provides federal funding to supplement local school district funds in three areas: basic skills development, educational improvement and support services, and special programs. The Austin Independent School District (AISD) received $649,880 in Chapter 2 Funds which provided funds for the following programs in the 1988-89 school year: Academic Decathlon, ASSIST, Extracurricular Transportation, Homework Pilot, Johnston CCP Lab, Outdoor Learning, PAL, Prekindergarten, Private Schools, School-Community Liaison, Spanish Academy, Wicat Computer Lab Aide, TEAMS Improvement, Gifted and Talented Project, Middle School Training, Rainbow Kits, management, and evaluation.

Major Findings

1. AISD extracurricular transportation costs were reduced this year to $210,027, largely by eliminating morning routes. Chapter 2 Formula's costs ($105,014) were 49% lower per student this year (down from $400 per student to $203.50). Frequent ridership may have been impacted by reduced routes--85% of students surveyed in 1988-89 reported riding 0-1 time per week--significantly higher than the 68% found last year.

2. Six schools competed in an Academic Decathlon contest for the first time in the history of the District. Half the people familiar with the program found it effective. Blacks and Hispanics are underrepresented in participation compared to District ethnic percentages.

3. At the three schools with Project ASSIST, rates of corporal punishment and other disciplinary actions have generally declined since the inception of Project ASSIST. As in the two previous years, Black students are sent to the ASSIST room at a rate that is higher than the percentage they represent in the ASSIST schools.

4. The Comprehensive Competencies Program Lab at Johnston High School is designed as a dropout prevention program. The CCP Lab positively influenced grades for both fall and spring participants. However, results from attendance and credits earned were more mixed. Overall dropout rates were similar to what would be predicted for high risk students.

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CHAPTER 2 FORMULA: 1988-89 EVALUATION

INTRODUCTION

As of June, 1989, the Austin Independent School District expenditures for its Chapter 2 Formula funds were as follows:

- Peer Assistance and Leadership Program ($21,041)
- Project ASSIST ($449,315)
- Extracurricular Transportation ($105,014)
- Homework Pilot (Allocation: $4,500; Expenditures: $0)
- Johnston's Comprehensive Competencies Program Lab ($49,250)
- Spanish Academy ($44,766)
- TEAMS Improvement Funds ($26,004)
- Outdoor Learning Program ($8,820)
- Wicat Computer Lab ($14,052)
- School-Community Liaison ($11,874)
- Pre-kindergarten Units ($69,846)
- Academic Decathlon ($17,901)
- Private Schools ($21,587)
- Rainbow Kit ($35,968)
- Management ($27,730)
- Gifted and Talented Staff Development ($16,014)
- Evaluation ($14,565)
- Middle School Training ($6,305)

Indirect costs were $12,062. Plans are to roll forward $87,228 into 1989-90. This report will describe the first 13 components listed above and present findings on their use and effectiveness. Evaluation and management activities were considered inappropriate for evaluation. Expenditures for Rainbow Kits, Gifted and Talented Staff Development, and Middle School Training were added too late to be included in evaluation plans.

PEER ASSISTANCE AND LEADERSHIP PROGRAM

WHAT IS THE PAL PROGRAM?

The Peer Assistance and Leadership (PAL) Program as of June 22, 1989 spent $21,041 of 1988-89 Chapter 2 Formula funds. The PAL course is currently offered at area high schools and six middle/junior high schools. The PAL Program selects and trains a limited number of students to work as peer facilitators with younger students who exhibit academic and/or social adjustment problems. PAL students work with younger students at several elementary schools, feeder middle/junior high schools, and on their own campuses. A staff member from each of the participating secondary schools serves as the PAL Program sponsor. Chapter 2 funds were used to pay stipends to the PAL teachers/trainers and to provide for reproduction, supplies, and transportation.

HOW MANY STUDENTS WERE ENROLLED IN THE PAL COURSE?

During the fall, 1988 semester, 198 students were enrolled in the PAL course at nine senior high schools and 46 students were enrolled at six middle/junior high schools. This was the first year that there was a PAL course at the middle/junior high level. For the spring, 1989 semester, a PAL course was added at Robbins High School, bringing total enrollment to 241 students at the high school level. The number of students enrolled at the middle/junior high level increased by 22% to 56. Total spring enrollment for 1989 at the high school level was 49% above the 161 students enrolled in the seven PAL courses last spring.

HOW MANY TARGET STUDENTS WERE SERVED? IN WHAT SCHOOLS WERE THESE STUDENTS ENROLLED?

A count based on teachers' monthly reports showed that 998 target students were served by the high school PAL students and 186 target students were served by the middle/junior high PAL students for a total of 1,184 target students served by the PAL Program during 1988-89 (see Figure 1). High school PAL students clocked 10,263 hours of service while middle/junior high PAL students clocked 2,517 hours of service for a total of 12,780 hours of service. Both number

of students served and hours of service figures are higher than last year.

Students at the following elementary and secondary schools were served:

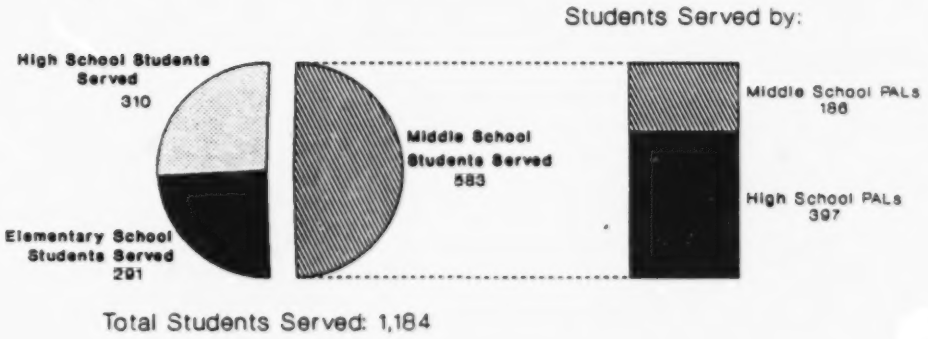
Elementary - St. Elmo, Brooke, Govalle, Metz, Zavala, Galindo, Allan, Andrews, Houston, Gullett, and Menchaca.

Middle/Junior High - Bedicheck, Dobie, Kealing, Mendez, Pearce, Fulmore, Lamar, Burnet, O. Henry, Robbins, Martin, and Murchison.

Senior High - Austin, Bowie, Johnston, Lanier, Reagan, Travis, Crockett, Johnson (LBJ), Robbins, and McCallum.

St. Johns Special Teen Parent Center.

Figure 1
NUMBER OF STUDENTS SERVED BY PAL PROGRAM
(UNDUPLICATED COUNT)


Students Served by:
High School Students Served 310
Elementary School Students Served 291
Middle School Students Served 583
Middle School PALs 186
High School PALs 397
Total Students Served: 1,184

WHAT TYPE OF TRAINING DID THE PAL STUDENTS RECEIVE?

PAL students receive in-class training in self-awareness, group dynamics, communication skills, helping strategies, problem solving, decision-making, tutoring skills, substance abuse prevention, knowledge of community resources, and conflict resolution. Training is provided throughout the academic school year; however, before PAL students begin helping other students, they receive training for the entire first month of their participation in the lab. In addition to in-class training PAL students must receive at least 20 hours per semester of training from outside resources. This training is provided by social workers, psychologists, law

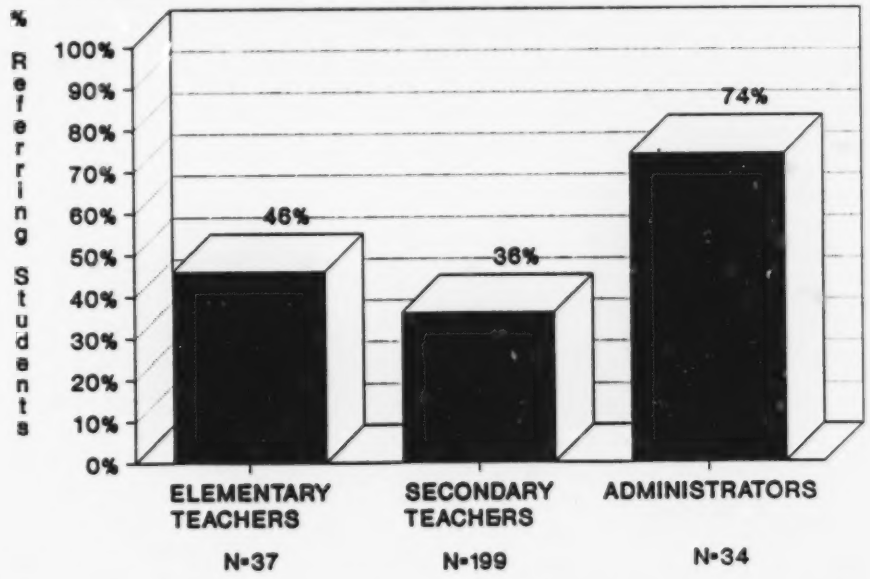
enforcement agencies, dispute resolution center personnel, and alcohol and drug abuse specialists. Services are either provided on a voluntary basis or contracted by the PAL Coordinator.

IS PAL VIEWED AS EFFECTIVE?

A districtwide sample of administrators, teachers, and students responded to questions about PAL on AISD surveys (see Figure 2). In terms of referral to PAL:

- About three fourths of the administrators (73.5%) had referred a student.
- Forty six percent of the elementary teachers and 36% of the secondary teachers indicating that they had referred students to PAL (the difference was not significant statistically).

Figure 2
REFERRALS TO PAL PROGRAM BY TEACHERS AND ADMINISTRATORS



Students, administrators, and teachers were also asked whether PAL is an effective way to help potential dropouts, students with academic or attendance problems, those with potential problems with drugs or alcohol, or students who needed a listening ear. Figure 3 lists responses.

Figure 3
RESPONSES TO PAL QUESTIONS ON DISTRICTWIDE SURVEYS

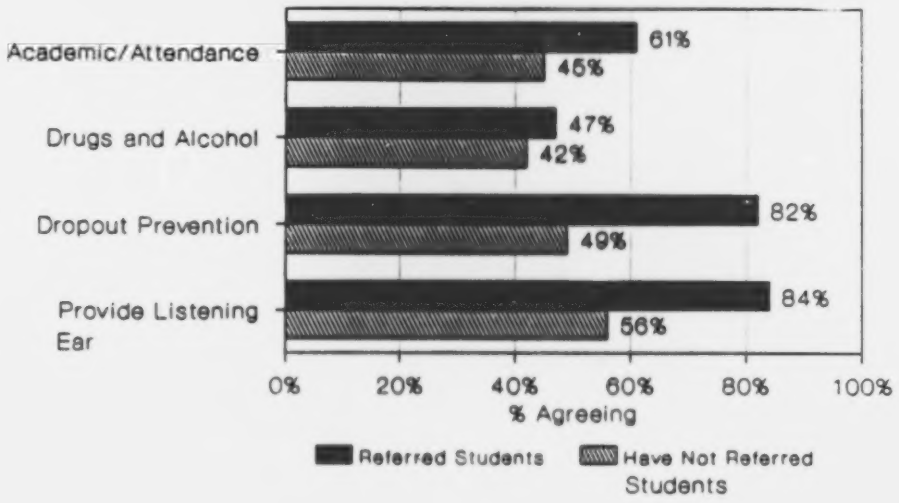
PAL is an effective way to help students:

% Agreeing	Students N=141-2	Administrators N=19-31	Teachers Elementary N=17-21	Teachers Secondary N=100-3
With academic problems	92	84	57	46
Who are potential dropouts	95	88	76	53
Avoid problems with drugs and alcohol	94	68	22	45
By providing a listening ear	7	90	77	59

Similar to last year, students reported the highest level of belief in the efficacy of the program of the groups surveyed. Students and administrators showed more positive attitudes than teachers. All groups most strongly agreed that PAL provides a listening ear for students, followed by helping potential dropouts. Lower percentages agreed PAL helped with academic problems or drugs and alcohol avoidance. Positive responses from elementary teachers have increased considerably over those of last year.

An analysis of each of the above questions was done based upon the response to the question, "Have you ever referred a student to the Peer Assistance and Leadership Program for assistance from a PAL facilitator?" Figure 4 shows that those who had referred a student to the PAL Program exhibited significantly more faith in the ability of the program to help students in three of the four areas. Those who had referred a student to the PAL Program were more confident in the ability of the program to help students with academic and attendance problems, to help students who are potential dropouts, and to help students by providing a listening ear, but did not feel more confident in the ability of the program to help students with drug and alcohol problems.

Figure 4
OPINIONS OF EFFECTIVENESS OF THE PEER ASSISTANCE AND LEADERSHIP PROGRAM FOR TEACHERS WHO HAVE AND HAVE NOT REFERRED STUDENTS



For further information on the Peer Assistance and Leadership Program see New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89 (Publication No. 88.36) and the Taking Steps Toward Drug-Free Schools in AISD, 1988-89 Final Report (Publication No. 88.34).

PROJECT ASSIST

WHAT IS PROJECT ASSIST?

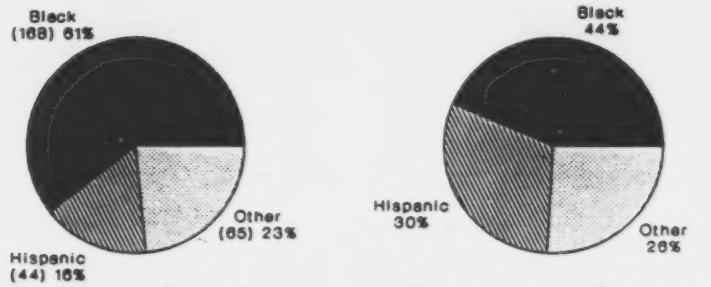
Project ASSIST (Assisting Special Students in Stress Times) is currently in operation at three elementary schools--Blanton, Blackshear, and Wooldridge. ASSIST is based on an approach to discipline called "reality therapy," which stresses the importance of teaching students to accept responsibility for their own behavior, in contrast to controlling behavior with punishment.

The schools and grades served by Project ASSIST have changed over the years. In the 1983-84 school year, Project ASSIST began at Blanton, Walnut Creek, and Wooldridge. Blackshear Elementary was added during the 1985-86 school year. In 1983-84 through 1986-87, only students in grades 4-6 were served. Beginning in 1987-88, all students at the ASSIST schools were included; Blanton and Blackshear had grades K-6, while Wooldridge had grades K-5. Walnut Creek did not have an ASSIST room in 1988-89.

WHAT STUDENTS WERE SERVED BY PROJECT ASSIST?

Students were identified from the ASSIST logs kept by the instructional monitors and the information was used to obtain the sex, ethnicity, and special education status of students referred to the ASSIST rooms. Students visited the Lab a total of 1,486 times. About 23% of the referrals were enrolled in special education (a slightly higher percentage than last year's 18%). More males (74%) than females (26%) and more Blacks (61%) than Others (23%) or Hispanics (16%) were referred to ASSIST rooms. Black students were referred to ASSIST classrooms at a rate that significantly exceeded the percentage they represented in the schools with Project ASSIST (see Figure 5). Similarly, Hispanic and Other students were assigned to ASSIST rooms at a rate that was less than the percentage they represented in ASSIST schools. This same pattern was found the last two years.

Figure 5
ETHNIC COMPOSITION OF STUDENTS REFERRED TO PROJECT ASSIST COMPARED TO ETHNIC COMPOSITION OF THE ASSIST SCHOOLS



Ethnicity of Students Referred to Project ASSIST

Ethnicity of All Students in Project ASSIST Schools

HOW OFTEN WERE STUDENTS REFERRED?

While comparisons between years must be made cautiously given the change in school populations and grades served, the data can be quite helpful for planning purposes. A total of 277 students was referred to the ASSIST rooms in 1988-89 for an average per-student cost of $178, based on total expenditures of $49,315. This is $70 less than last

year. Incomplete records from Blanton (which omitted April and May), may affect statistics for total number of students served. However, this effect would probably be slight, given that 246 of the 277 students served visited the lab for the first time in the fall, 1988 semester.

Students in the fourth and fifth grade were referred to the ASSIST room most often (see Figure 6). Students referred only once, were referred 14% less than last year, while students referred 11 or more times rose considerably from 0.6% in 1987-88 to 16% this year. In the past, Blanton has sent more students to the ASSIST Room more often than the other schools. Last year Blanton accounted for 48% of the referrals to the ASSIST room. This year Blanton also accounted for 48%; however, Wooldridge accounted for 43% of referrals (a total of 91% for these two schools). Blackshear referred 27 students this year, 10% of the total referrals, down from 47 students referred last year (see Figure 7).

Figure 6
NUMBER OF REFERRALS BY GRADE FOR PROJECT ASSIST

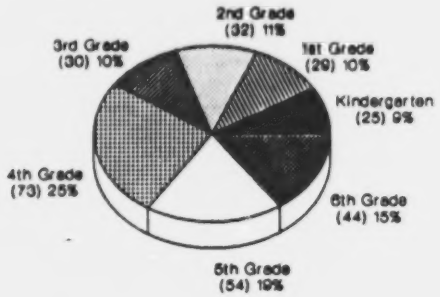
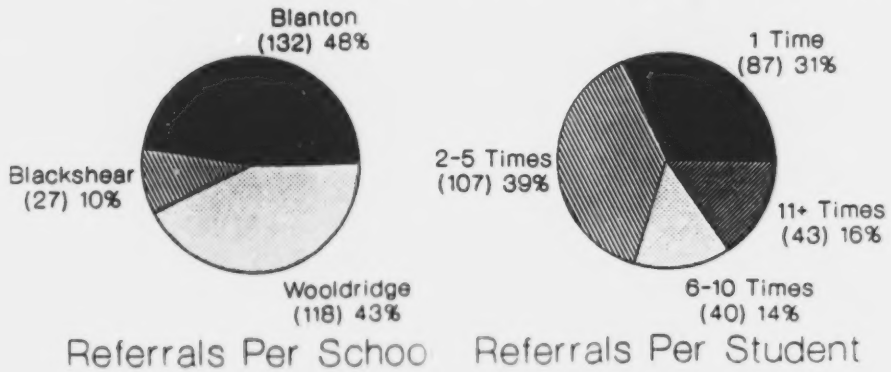


Figure 7
FREQUENCY OF REFERRALS BY STUDENT AND SCHOOL

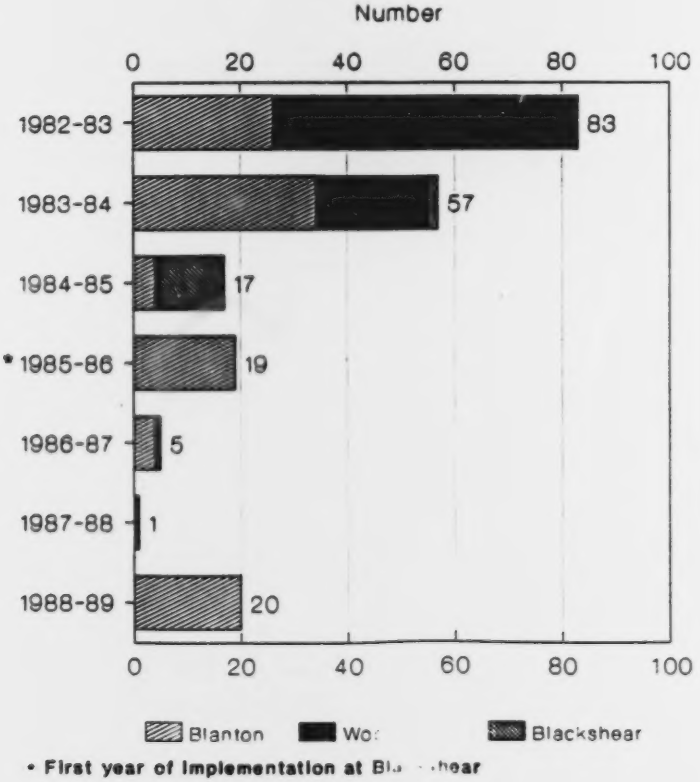


HAS PROJECT ASSIST AFFECTED DISCIPLINE RATES AT THE ASSIST SCHOOLS?

Among the three Project ASSIST schools, there was only one suspension (at Wooldridge) in 1987-88. This year Blanton had 20 suspensions accounting for 40 missed class days; the other schools had none. Figure 8 shows the number of disciplinary actions, excluding corporal punishment, for 1982-83 (before implementation of Project ASSIST), 1983-84 (the first year of Project ASSIST at Blanton and Wooldridge), 1984-85, 1985-86 (the first year of Project ASSIST at Blackshear), 1986-87, 1987-88, and 1988-89.

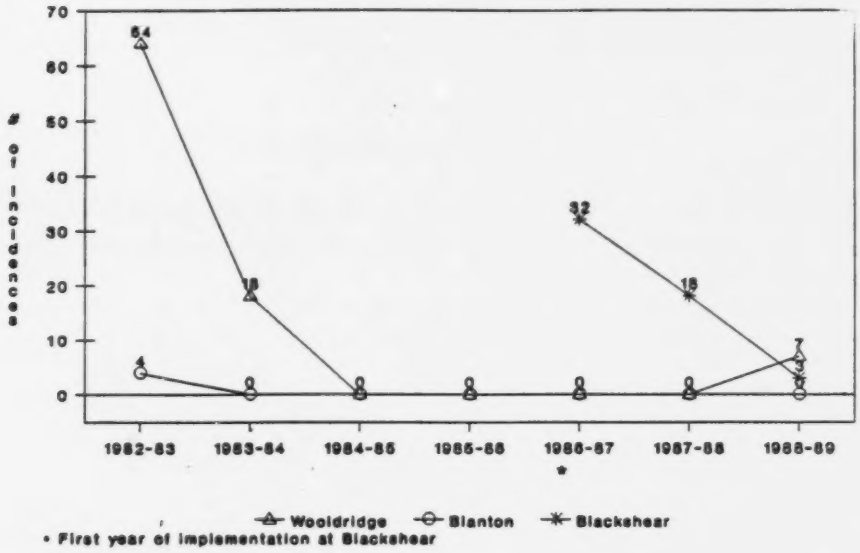
Incidence of corporal punishment by school were highest at Wooldridge (7). Blanton, which had the highest incidence of corporal punishment (18) last year, reported 3 incidents this year, an 83% reduction. Figure 9 shows the number of instances of corporal punishment during the past six years in the three schools with Project ASSIST.

Figure 8
NUMBER OF DISCIPLINARY ACTIONS (EXCLUDING CORPORAL PUNISHMENT) AT BLANTON, BLACKSHEAR, AND WOOLDRIDGE



* First year of implementation at Bl.. ..hear

Figure 9
INCIDENCE OF CORPORAL PUNISHMENT
AT BLANTON, BLACKSHEAR, AND WOOLDRIDGE



SUMMARY

Rates of corporal punishment and other disciplinary actions have generally declined since the inception of Project ASSIST, although increases were seen in one school for each type of discipline this year. Blackshear sends fewer students to their lab than the other participating schools. As in the two previous years, Black students were sent to the ASSIST labs at a rate that is higher than the percentage they represent in the ASSIST schools.

EXTRACURRICULAR TRANSPORTATION

WHAT IS THE EXTRACURRICULAR TRANSPORTATION PROGRAM?

The school assignments of past and current students have created problems in ensuring that students who are reassigned for integration purposes have access to participation in extracurricular activities. The Extracurricular Transportation Program was allocated $192,000 in Chapter 2 Formula Funds for the 1988-1989 school year. The funds have been used to provide transportation to and from extracurricular activities before and after school and transportation home after out-of-town charter

activities. Extracurricular Transportation services are provided to 21 secondary campuses.

HOW MUCH SERVICE WAS PROVIDED BY CHAPTER 2 FORMULA?

Twenty-one secondary schools were served by this program on 43 routes, for a total AISD cost of $210,027. An average of 12 students per bus was served by the extracurricular transportation program, for an estimated 516 students served daily. Chapter 2 Formula funds reimbursed $105,014 of the total AISD cost, for a daily per-student cost to Chapter 2 of $1.16, and a total school year Chapter 2 cost per-student of $203.50. This figure is half (49%) of last year's cost to Chapter 2 of $400 per student.

FOR WHAT ACTIVITIES WERE BUSES USED?

The extracurricular transportation buses are primarily used for athletic practices and events (i.e., football, baseball, track, basketball). Other uses of these buses include band, drama, other school club meetings and practices, drill-team and cheerleader practices, and tutoring.

DID THE PROVISION OF EXTRACURRICULAR TRANSPORTATION GIVE REASSIGNED STUDENTS AN OPPORTUNITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES?

A sample of reassigned high school students was surveyed in the fall of 1988 concerning their use of extracurricular transportation (see Figure 10). In general, responses indicated that:

- Over half (62%) of the students responding (n=570) said that they had ridden an extracurricular bus.

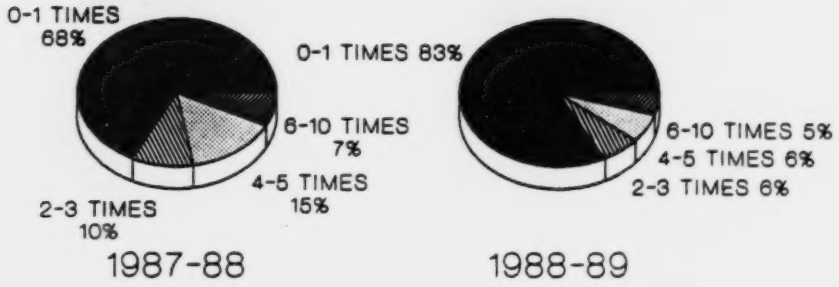
- About three fourths (73%) of the reassigned students responding (n=565) said that they rode the bus an average of zero (0) times per week. Overall, 13% indicated they rode the bus 1-5 times per week, with 5% riding 6-10 times per week. Ninth and tenth graders (34%), more than eleventh and twelfth graders (15%), rode an extracurricular bus at least one time per week.

  Responses to this question are significantly different from last year when 68% of the reassigned students said that they rode an extracurricular bus 0-1 times per week in 1987-88. The same question yielded a response of 85% in 1988-89. It appears that students are riding the extracurricular buses less often.

- Almost two thirds of the respondents (63%) said that they would have been able to participate in

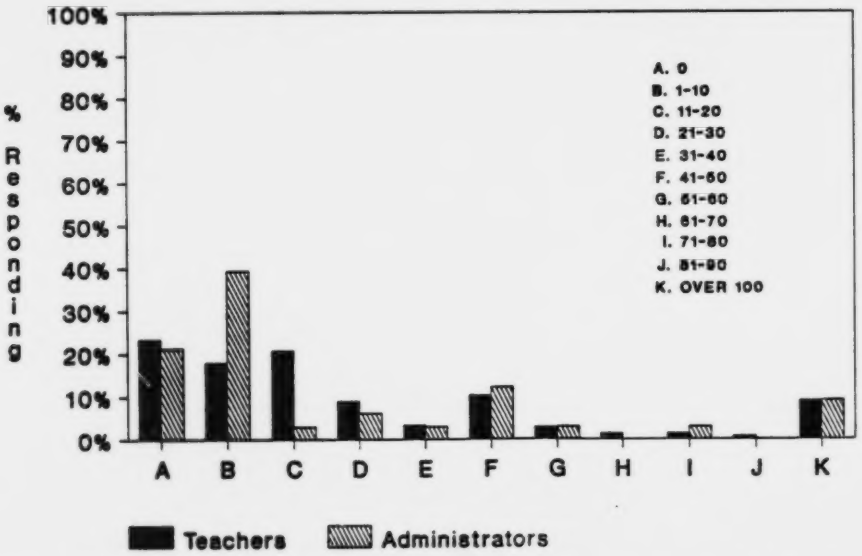
extracurricular activities even if transportation had not been provided.

Figure 10
EXTRACURRICULAR BUS RIDERSHIP RATES PER WEEK



On the districtwide teacher/administrator survey, respondents were asked to estimate the number of students who were not able to participate in extracurricular events this year because of the reduction in extracurricular bus routes. The responses are summarized in Figure 11.

Figure 11
EXTRACURRICULAR EVENTS
Number of Students Unable to Participate in Extracurricular Activities Because of Fewer Buses



About 20% of the teachers and administrators said no one was affected by the reduction in the number of buses. Teachers responded most often that zero students were affected by the reduction in buses. For administrators, this was the second largest response with 1-10 students affected being the largest. Some respondents did indicate more students were

impacted. This suggests that teachers and administrators generally believe that few students cannot attend the extracurricular activities at the same rate as before with fewer extracurricular buses.

When asked what would be the most viable way to reduce costs for extracurricular transportation, teachers and administrators responded in the following order:

Teachers	Administrators
Restrict ridership to extracurricular or reassigned students	Eliminate magnet school service
Eliminate magnet school service	Offer one route per school per day
Offer one route per school per day	Lengthen routes
Lengthen routes	Cut routes at schools with low ridership
Cut routes at schools with low ridership	Restrict ridership to extracurricular or reassigned students

IMPLICATIONS

While the cost of extracurricular transportation has decreased considerably compared to previous years, the use of other means of transportation in order to participate in extracurricular activities remains high. The decline in cost is largely a result of the elimination of morning routes, a possibility mentioned in last year's evaluation. As indicated earlier, almost two thirds of all reassigned students said they would have been able to participate in extracurricular activities even if transportation had not been provided. There is some difference, however, in the need for this service between eleventh and twelfth graders, as opposed to eighth and ninth graders. Eighth and ninth graders are more likely than eleventh and twelfth graders to ride an activity/athletic bus at least once per week.

Finally, while most students have used the bus, they use it only rarely.

HOMEWORK PILOT

WHAT IS THE HOMEWORK PILOT PROJECT?

The Homework Pilot Project originally received $4,500 in Chapter 2 Formula funds for 1988-89 for postage. Funds were not used because booklets were directly distributed to student through schools. Funds allocated in 1987-88 were used for developing the practice booklets and for reproduction. The booklet entitled "Parents' Guide to the Texas Educational Assessment of Minimum Skills (TEAMS)" was distributed to all seventh and ninth grade students in AISD. The booklets were designed to involve parents in assisting their child in preparing for the TEAMS test.

WERE THE MATERIALS THAT WERE USED EFFECTIVE?

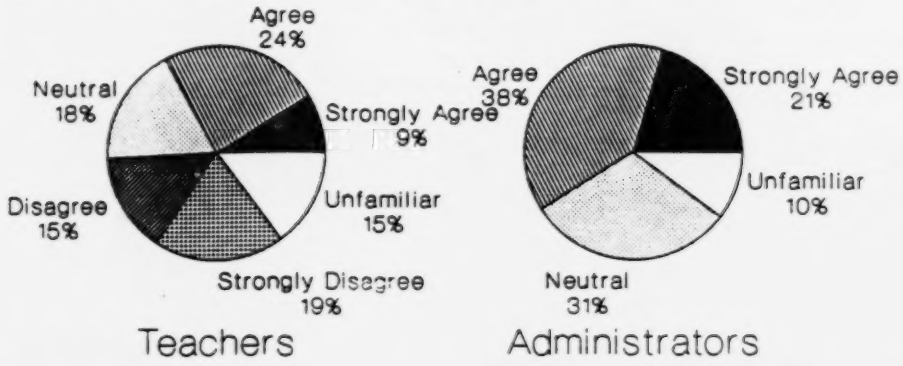
Surveys were sent to 256 ninth grade Fundamentals of Mathematics students and 242 seventh grade mathematics students. Of these, 114 ninth graders and 198 seventh graders responded for a response rate of 45% and 81%, respectively, and a cumulative response rate of 63%.

- Three of four respondents (76%) completed at least some of the practice material.
- More than half (57%) of the respondents found the activities helpful in preparing for TEAMS. However, a lower percentage (36%), of those responding said that they enjoyed the activities.
- Of the students responding, 79% indicated that they did not receive any help from their parents. Twenty-one percent of the students indicated that their parents did assist them with the practice booklet.

Teachers and administrators were asked if the Homework Pilot practice booklet was an effective way to get students and their parents involved in preparing for the TEAMS (see Figure 12). More than half (59%) of the administrators felt the practice booklets were effective, while fewer teachers, 33% felt that the practice booklets were effective. Among the eight Chapter 2 Formula components appearing on the staff surveys, Homework Pilot expenditures ranked eighth in effectiveness.

Figure 12
HOMEWORK PILOT EFFECTIVENESS RATING

"The homework pilot practice booklet was an effective way to get students and their parents involved in preparing for the TEAMS test"



JOHNSTON'S COMPREHENSIVE COMPETENCIES PROGRAM

WHAT IS THE JOHNSTON COMPREHENSIVE COMPETENCIES?

The Comprehensive Competencies Program (CCP) at Johnston High School spent as of June 22, 1989, $49,250 in Chapter 2 Formula funds. These funds were used to provide the salary for a lab instructor and a teaching assistant. With the help of special instructional materials and computer assisted instruction, the CCP lab teacher and the Management Information Specialist work to prevent students from dropping out.

WHAT SERVICES WERE PROVIDED BY THE MANAGEMENT INFORMATION SPECIALIST ?

The Management Information Specialist (MIS)is responsible for maintaining information on each individual student once a student is tested and receives a plan and profile. Information that the MIS collects include: students' time on task, address, telephone, Social Security number, job, attendance, ethnicity, and date of entry into the program. This information is updated weekly and is used for monitoring progress and preparing reports.

HOW MANY STUDENTS ENROLLED IN THE CCP LAB?

In the fall, 1988 semester, 51 students enrolled in the CCP Lab. Seventy-eight percent of the 51 students were referred by counselors and 21% were referred by teachers, parents or

other students. Five students were transferred to the Zenith Program, because they were 17 or 18 in the 9th grade with five to nine credits. The 41 students who completed at least 10 hours of the specially designed instructional material (10 hours time on task) will be considered separately from the 10 who did not.

In the spring, 1989 semester, 21 students from the fall semester returned to the lab and 29 new students were enrolled for a total of 50 students. Of these 50 students 66% were referred by a counselor and 34% were referred by a teacher, parent, or friend. During the spring semester, 46 of the 50 students completed at least 10 hours time on task. The four who did not complete the 10 hours time on task will be considered separately.

HOW MANY STUDENTS WERE SERVED? WHAT WERE THEIR CHARACTERISTICS?

A total of 66 students were served by the CCP lab and completed at least 10 hours for the 1988-89 school year. Figures 13 and 14 illustrate the sex and ethnic characteristics of the participating population for both the fall and spring semesters. In the fall, 1988 class, 85% of the students were overage for grade, 12% were limited-English-proficient (LEP) students, and 7% were special education students. In the spring, 1989 class, 85% of the students were overage for grade, 13% were (LEP) students, and 15% were special education students.

Figure 13
GENDER OF JOHNSTON CCP LAB PARTICIPANTS

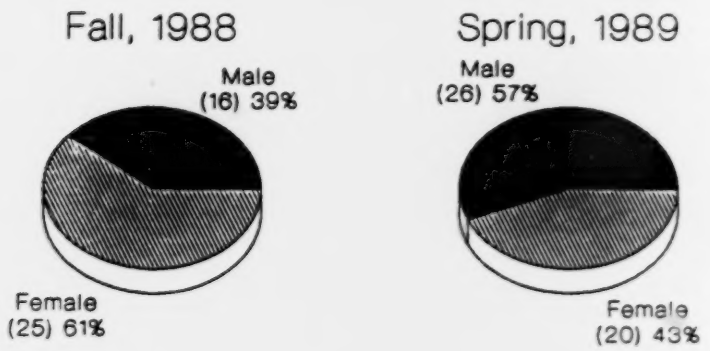
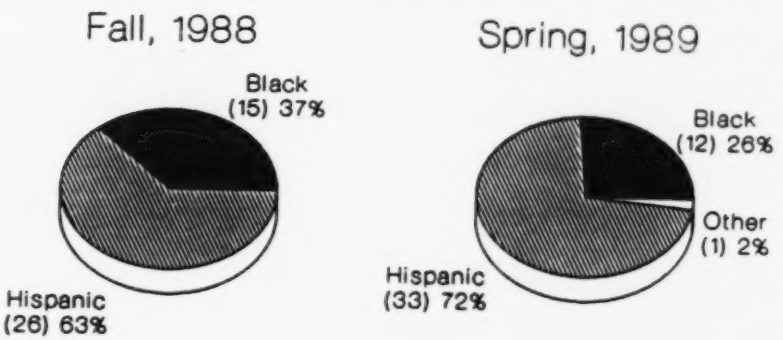


Figure 14
ETHNICITY OF JOHNSTON CCP LAB PARTICIPANTS



DID THE CCP LAB AFFECT ATTENDANCE, GPA'S, OR CREDITS EARNED?

In reviewing this report, school staff pointed out **some students (number unknown) are added to the CCP Lab during each semester because of attendance and/or disciplinary problems.** The extent to which this affected overall Lab discipline and attendance statistics could not be determined quickly enough to be included in this report. **Results must therefore be interpreted with this in mind.**

Figure 15 shows the attendance rate for fall and spring students completing 10 hours or more on task (note that the spring, 1989 figures include some fall, 1988, students).

- For the 41 students enrolled in the CCP Lab during the fall, 1988 semester, there was a slight rise in attendance from fall, 1987 to fall, 1988 and a slight decline from spring, 1988 to spring, 1989. Attendance was highest during their fall, 1988 participation in the CCP Lab.

- For the 46 students participating in the lab during the spring, 1989 semester attendance rates declined between the fall, 1987 and 1988 semesters and between the spring, 1988 and 1989 semesters. Attendance was not higher while students were enrolled in the CCP Lab.

Figure 15
COMPREHENSIVE COMPETENCIES PROGRAM AT JOHNSTON H.S.
Attendance Rate for Program Students

	Fall, 1987	Fall, 1988	+/-	Spring, 1988	Spring, 1989	+/-
Fall, 1988 Enrollees	87.6	88.3	0.7	82.9	81.8	-1.1
Spring, 1989 Enrollees	93.5	90.9	-2.6	89.3	84.1	-5.2

Grade point averages do appear to be positively influenced by the CCP program.

- The 41 students who participated in the lab during the fall, 1988 semester also had a noticeable increase in their mean grade point average as illustrated by Figure 16. There was a four point rise between the spring, 1988 and fall, 1988 semester. While GPA's declined slightly after participation in the lab, the average GPA for the spring, 1989 semester was still higher than either the fall or spring semester of 1987-88 with the GPA during participation in the lab the highest (some increase may represent grades given in the CCP lab).

- For the 46 students participating in the spring, 1989 semester, the GPA was highest during participation in the CCP Lab representing a rise of two points over the fall, 1988 semester and a rise of five points over the spring, 1988 semester.

Fall participants earned the same number of credits during and after their participation in the lab (1.6) while spring participants earned the highest number of credits (1.7) during their participation in the lab.

Disciplinary actions also decreased for CCP Lab first semester participants.

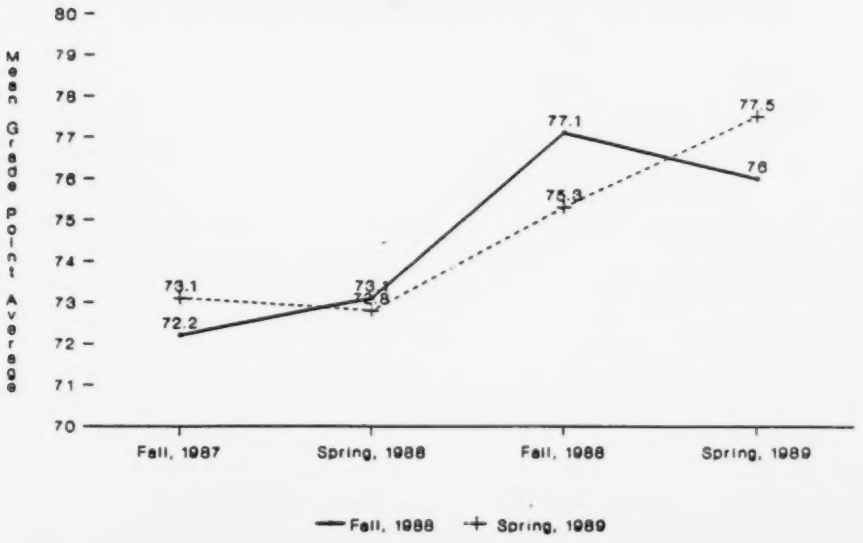
- For the 41 fall, 1988 Lab participants the percentage of students involved in disciplinary actions went from 15% in the spring, 1988 semester to 7% in the spring, 1989 semester.

- This was not true for the 46 spring, 1989 Lab participants; the percentage of students involved in disciplinary actions was highest during their tenure in the lab.

Finally, the percentage of dropouts by the end of the 5th six weeks was higher than the District average (9%) for the fall, 1988 participants (12%) and lower than the district average for the spring, 1989 participants (2%). In both the fall and spring groups, students who were not overage (13) did not drop out of school.

Thus, the CCP Lab positively influenced grades for both fall and spring participants. Other indicators were more mixed in impact and generally favor fall participants.

Figure 16
COMPREHENSIVE COMPETENCIES PROGRAM AT JOHNSTON H.S.
Mean Grade Point Average Comparison



CCP Students Completing Less Than 10 Hours on Task

The CCP Lab is designed primarily as a dropout prevention program. It is therefore important to consider the characteristics of those at-risk students who drop out or leave the lab without accumulating 10 hours time on task. During the fall, 1988 semester of the lab, the 10 students who did not meet the time on task requirement where Hispanic males and more likely to be LEP than the students who did stay in the Lab. Of these 10 students that did not accumulate 10 hours time on task, five were transferred to the Zenith Program where three of these five eventually dropped out of school. In all, four of the 10 students dropped out of school. Of the four students not completing 10 hours time on task during the spring, 1989 semester, one dropped out and three were recommended for retention.

If the fall and spring groups are combined, 11 students of the 80 enrolled for any length of time in the CCP lab dropped out. This rate (14%) is higher than AISD's rate of 9%. Of the 45 fall, 1988 enrollees evaluated as at risk (whether completing 10 hours time on task or not), eight (18%) dropped out. While this rate (18%) is higher than would be predicted for this group (10%), the difference is not significant.

Students not meeting the 10 hours time on task criteria have a much higher dropout rate (36%) than the 10 hours or more population (9% for the fall group and 2% for the spring group).

SPANISH ACADEMY

WHAT IS THE SPANISH ACADEMY?

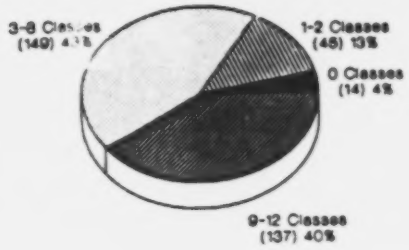
Courses in Spanish as a Second Language are offered free to AISD employees under a continuing program known as the Spanish Academy. In 1988-89, $44,766 in Chapter 2 Formula funds were spent as of June 22, 1989 for three half-time instructors to teach at the Spanish Academy. Courses are offered to AISD employees during 12-14 week sessions. The goals of the course are to develop proficiency in conversational Spanish and to familiarize participants with Hispanic culture. The sessions were taught in both fall and spring semesters, and a third session was offered during the summer. Spanish Academy participants who attend three or more classes are eligible for TESD credit (Time Equivalency Staff Development -- "blue card") or they are eligible for Advanced Academic Training (AAT -- "orange card") credit after attending nine* or more classes. Each regular section meets one evening per week for two hours.

HOW MANY AISD PERSONNEL ATTENDED?

Program records kept by the Spanish Academy teachers indicated that 49 participants enrolled in classes during the 1988 summer session; 182 participants enrolled in classes during the 1988 fall session, and 101 participants enrolled in classes during the 1989 spring session. Figure 17 shows the percentage of students that;

- Registered but did not attend classes,
- Attended one to two classes,
- Attended three to eight classes, or
- Attended nine to 12 classes.

Figure 17
SPANISH ACADEMY
Number of Classes Attended



HOW MANY POSITIONS WERE REPRESENTED IN THIS GROUP?

The majority of the participants (based on the course evaluation) were teachers (54%), with 10 jobs represented overall. Some of the other positions represented were librarian, counselor, secretary, principal, psychologist, and auditor.

HOW DID THE PARTICIPANTS EVALUATE THE COURSE?

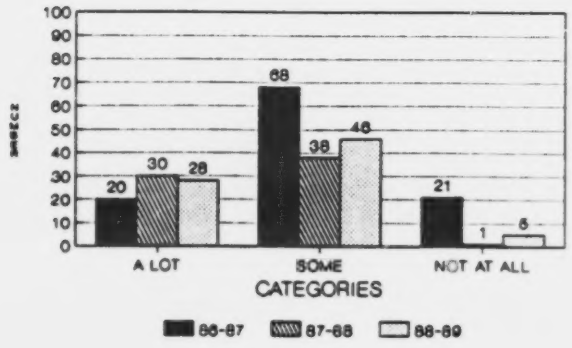
All students enrolled in the Spanish Academy during the fall semester were asked to evaluate the program. Last year, only those completing six or more classes were asked to evaluate the Spanish Academy. In December, 1988, surveys developed by ORE staff were distributed to all 182 students through the instructors (the survey was mailed to those who did not attend on the distribution day). Of the 182 surveys distributed, 82 were returned for a return rate of 45%. In general, responses indicated that:

- Most participants rated the course as excellent (76%) or good (20%).
- Almost all respondents reported favorably when asked if the course had helped them a lot (56%) or some (39%).
- Three of four (74%) of the respondents work with Hispanic students, double that of last year (36%). Of these, 58 or 95% indicated their participation improved their rapport with Hispanic students. Thirteen percent of the respondents indicated that the Spanish Academy did affect the achievement of their Hispanic students, and 17% said that it did not. A large percentage (70%) did not respond or said the question was not applicable.

DID PARTICIPATION IN THE PROGRAM HELP THE PARTICIPANTS IN THEIR JOBS?

Most respondents indicated that the course had helped them in their jobs (90%). However, there was a slight decline (9%) in the number of respondents indicating Spanish Academy had helped them "a lot" in their jobs compared to last year, although it was still higher than in 86-87 (see Figure 18). However, the difference between the 87-88 and 88-89 figures is not statistically significant.

Figure 18
SPANISH ACADEMY
Has this program helped you in your job?



*The number of classes that a participant must attend in order to be eligible for AAT credit varies according to the number of weeks in the session. Nine attendances are necessary for AAT credit during the fall 1988 semester; 10 attendances are necessary for the spring 1989 semester.

TEAMS IMPROVEMENT

WHAT ARE TEAMS IMPROVEMENT FUNDS?

A total of $26,004 in Chapter 2 Formula funds were spent as of June 22, 1989 for TEAMS Improvement at the elementary level. Funds ($9,876) were used to purchase instructional and testing materials for elementary schools and $16,128 was used for supplemental dictionaries.

WHICH ELEMENTARY SCHOOLS RECEIVED TEAMS IMPROVEMENT FUNDS?

All AISD elementary schools received dictionaries, and 26 elementary schools received additional instructional and testing materials. The schools that received funds were identified by the State as being in the bottom quartile of all schools in the State on TEAMS mastery. Some schools new to the list were allocated more funds ($450), and those schools on the list two consecutive years were allocated less funds ($350). Figure 19 gives the level of funding for each of the participating schools and the change in the TEAMS scores for first, third, and fifth grade between 1987-88 and 1988-89.

Figure 19
1988-89 FUNDING FOR TEAMS IMPROVEMENT

$450				$350			
Grade				Grade			
1	3	5	SCHOOL	1	3	5	SCHOOL
+	+	+	Pecan Springs	+	+	+	Widen
+	+	+	Zavala	+	-	+	Campbell
-	+	*	Winn	+	+	-	Brooke
-	+	+	Oak Springs	+	-	+	Ortega
-	+	+	Blackshear	-	-	-	Sims
+	-	+	Blanton	+	+	+	Houston
+	+	+	Andrews	-	+	-	Wooldridge
+	+	+	Sanchez	-	-	-	Norman
+	-	-	Govalle	+	+	-	Linder
				-	+	+	Dawson
				+	+	+	Ridgetop
				+	-	+	Becker
				+	+	+	Allison
				*	*	+	Webb
				+	-	+	Allan
				+	-	-	Travis Heights
				-	+	+	Cook

+ TEAMS mastery improved
- TEAMS mastery declined

Changes in percent mastering all three tests by grade, 1988 to 1989. * Not applicable

TEAMS results show that nine schools improved at all three grades; at two schools TEAMS mastery declined at all three grades; and 15 schools showed a mixture of increasing and decreasing in percent mastery. Of 75 comparisons, 51 (68%) were positive and 24 (32%) were negative.

WERE TEAMS FUNDS CONSIDERED EFFECTIVE?

About three fourths (70%) of the campus administrators surveyed considered the additional TEAMS related materials an effective way to prepare students for the TEAMS test. Among the eight Chapter 2 Formula components appearing on the staff surveys, TEAMS expenditures ranked second in effectiveness. Based on achievement and survey data, TEAMS expenditures seemed helpful as part of District TEAMS improvement efforts.

PRIVATE SCHOOLS

HOW WERE PRIVATE SCHOOLS NOTIFIED OF THEIR ELIGIBILITY TO PARTICIPATE IN THE DISTRIBUTION OF CHAPTER 2 FORMULA FUNDS?

Each year Chapter 2 Formula funds are available through AISD to nonpublic schools in the District. Requests for funding are solicited from nonpublic schools. These funds are then distributed to approved applicants on a per-pupil basis for purchase of items approved by the Texas Education Agency. In April, schools were invited to participate on three occasions; 13 (29%) applied and were approved. These schools are listed in Figure 20.

Figure 20
NONPUBLIC SCHOOLS RECEIVING CHAPTER 2 FORMULA FUNDS

School	Enrollment	Appropriation
Austin Waldorf	146	$1,329
Perry School	80	728
Kirby Hall School	114	1,038
Hope Lutheran	41	373
St. Austin's School	228	2,075
Sacred Heart	200	1,820
Redeemer	301	2,739
St. Mary's	153	1,392
St. Louis	380	3,458
St. Ignatius	243	2,212
St. Paul	206	1,875
St. Michael's	180	1,638
St. Theresa's	100	910
TOTAL		$21,587

HOW WERE CHAPTER 2 FORMULA FUNDS UTILIZED?

Chapter 2 Formula funds were allocated to private schools to purchase instructional materials (for items used in the classroom), library resources (for items specifically housed in the library and checked out from there), or equipment (all of which must have been specifically approved by the Texas Education Agency).

Using a TEA form adapted by ORE staff, private school administrators were surveyed concerning the effectiveness of the materials, library resources, and equipment purchased with Chapter 2 Formula funds. Completed forms were returned by 11 of the 13 schools for a return rate of 85%.

According to the surveys, one school used funds for a compensatory language arts program and two used funds for gifted and talented programs. No use for special populations such as students in bilingual/ESL, migrant, compensatory reading or mathematics, or special education programs was noted. Most schools used funds for regular education programs or special uses not on the survey form.

For the most part, private schools purchased books, materials and audio visual supplies with their Chapter 2 Formula allocations (see Figure 21). All purchases were rated highly (4) to extremely (5) effective on a scale from ineffective (1) to extremely effective (5). Computer hardware and software was also purchased by some of the private schools receiving funds. In general, these schools rated the items they purchased as being effective; that is, the items accomplished at least half of the intended purposes.

Figure 21
PRIVATE SCHOOL EXPENDITURES IN OTHER STUDENT CATEGORY

Expenditure	Total Schools Using	# of Schools Rating Expenditures: Highly Effective*	Extremely Effective*
Books and Materials	10	1	9
Computer Hardware	3	1	2
Computer Software	4	1	3
Audio/Visual	9	2	7

*No schools rated expenditures ineffective or somewhat effective.

OUTDOOR LEARNING PROGRAM

WHAT IS THE OUTDOOR LEARNING PROGRAM?

The Outdoor Learning Program organized and funded study trips to several programs and/or sites in the Austin area: Crowe's Nest Farm, Wild Basin and Bone Tales, Dinosaurs Alive, Mayfield Park, and the Austin Nature Center. An overnight camping trip for fifth grade students to Camp Olympia (Trinity, Texas) was also partially funded by Chapter 2 Formula. Chapter 2 Formula funds ($8,820) paid all transportation costs and site admission fees for the 13

nonpriority, low socio-economic-status (SES) elementary schools that participated in the program. The goals of the program were to reinforce concepts and ideas taught in the classroom through hands-on instruction, to develop social interaction skills through group activities, and to provide resources for classroom teachers.

HOW WERE THE STUDY TRIP ASSIGNMENTS MADE?

Because of the reduction in the number of schools served from 33 to 13 in the past two years, most classes which applied were able to take advantage of the services offered by the Outdoor Learning Program. Trips were offered to all third, fourth, fifth and sixth grade classes, plus some first grade classes. Each grade level visited a different site (see Figure 22). The co-curricular study trip emphasized essential elements in science and required local curriculum. Two or three classes from a school went to a site at a time most trips were held in the spring.

Figure 22
STUDY SITES FOR OUTDOOR LEARNING PROGRAM BY GRADE

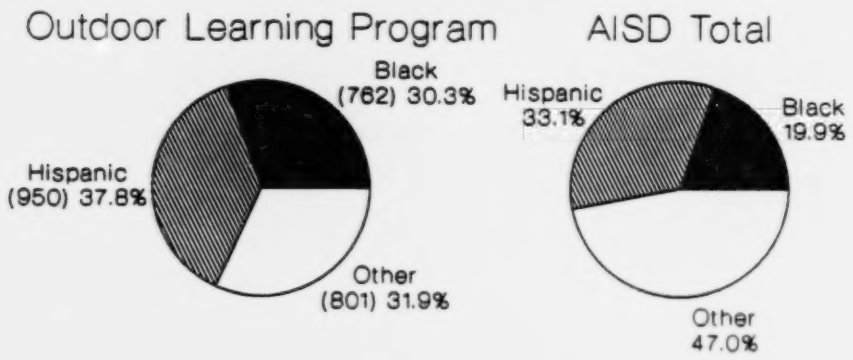
Grade	Study Sites
1	Crowe's Nest Farm
3	Wild Basin and Bone Tales
4	Mayfield Park
5	Natural Science center
5	Camp Olympia
6	Dinosaurs Alive

When asked whether the allocation of study trips was made in an appropriate manner, the majority (50%) of teachers and administrators responses were "neutral." One third (34%) felt that the trips were allocated in an appropriate manner, and 17% felt the method of allocating trips was inappropriate.

HOW MANY STUDENTS WERE SERVED?

During the 1988-89 school year, 2,648 students in 117.5* classrooms took part in the Chapter 2 sponsored Outdoor Learning Program. The ethnicity of students served is shown in Figure 23. All groups were represented, with more minority students served proportionately by this program than are enrolled in the District overall.

Figure 23
OUTDOOR LEARNING PROGRAM
ETHNIC COMPOSITION OF STUDENTS



The cost per student, based on the expenditures of $8,820 as of June 22, 1989 were $3.33.

HOW MANY STUDY TRIPS WERE FUNDED?

Figure 24 provides the number of trips funded by school and grade. All 13 schools participated (5-13 classes at each).

Figure 24
TRIPS PROVIDED BY SCHOOL AND GRADE

School	Classes per Grade 1	3	4	5	6	Total
Andrews	-	-	4.5	3		7.5
Blanton	-	-	2.5	2.5	2	7
Brown	-	3	3	2	-	8
Dawson	-	3	3.5	2.5	-	9
Harris	6	3.5	-	1	-	10.5
Houston	-	5	5	3	-	13
Linder	-	5	4	3	-	12
Maplewood	3	2	2.5	1.5	1.5	10.5
Reilly	-	2.5	2.5	2	-	7
Ridgetop	-	2	2	1	-	5
Walnut Creek	-	3	-	4	-	7
Wooldridge	6	4	-	3	-	13
Wooten	-	3.5	2.5	2	-	8
TOTAL	15	36.5	32	30.5	3.5	117.5*

WERE TRIPS CONSIDERED EFFECTIVE?

The Outdoor Learning Program coordinator received a number of written comments on response cards from teachers on the study trips. All comments were positive with responses such as "Super," "This is the best field trip I've been on," and "It was a great field trip".

Also, a sample of teachers and administrators from elementary schools districtwide were asked to respond to a question concerning the Outdoor Learning Program on the districtwide staff survey. Nearly three-fourths (72%) of administrators agree that field trips coordinated by the Outdoor Learning Program are effective and half (47%) of the teachers found the field trips effective. Among the eight Chapter 2 Formula components appearing on the staff surveys, the Outdoor Learning Program expenditures ranked sixth in effectiveness.

Those who actually are able to participate in the trips are generally more positive about the program than the general population.

*Many teachers have classes with two different grade levels. These grade levels are usually evenly divided students from two grades (for example high level fourth grade students in a class with lower level fifth graders).

WICAT COMPUTER LAB INSTRUCTIONAL AIDE

WHAT IS THE WICAT LAB?

The WICAT Computer Lab, housed at Blanton Elementary, as of June 22, 1989 spent $14,052 of Chapter 2 Formula funds for 1988-89. The funds were used to pay for an instructional aide to run the lab.

The instructional aides duties are to:

- Be proficient in the technical aspects of running the computer system,
- Properly place each child in each curriculum area,
- Advise each teacher on how to get the most from the system,
- Help students as they work on the system, and
- Produce teacher reports.

WHAT STUDENT POPULATIONS WERE SERVED?

Every student in grades 1-5 goes to the lab for 30 minutes a day for supplementary reading, language, typing, or

mathematics computer-assisted instruction. Students in kindergarten and in grade 6 may go to the lab during their elective period.

The Blanton School population includes ESL, special education, gifted and talented, and bilingual students in addition to regular students. All had the benefit of lab use. Based on a January enrollment of 404 students, the Chapter 2 cost per student was $34.78.

WERE LESSONS IN THE LAB COORDINATED WITH CLASSROOM INSTRUCTION?

Teachers received training from the WICAT Company in coordinating the instruction. Teachers consulted with the lab aide to select curriculum lessons that would produce the best learning opportunities for the children.

IS THE WICAT LAB EFFECTIVE?

Teachers and administrators at Blanton were asked to rate the effectiveness of the WICAT Lab on the districtwide staff survey. Three-fourths (73%) of the teachers and all the administrators (1) felt that the WICAT Lab was an effective way of developing reading and mathematics skills.

Reading, mathematics, and writing results based on both the ITBS and TEAMS were mixed. Compared to similar students on the ITBS, regression analysis for reading and mathematics for grades two to six showed students gained as much as predicted in five cases, less than predicted in three cases, and more than predicted in two cases. On TEAMS, scores increased in five cases and decreases in four at grades one three and five.

SCHOOL-COMMUNITY LIAISON PROGRAM

WHAT SERVICES WERE PROVIDED BY THE PROGRAM?

Transportation to and from multicultural events, school orientations, Parent-Teacher Association (PTA) meetings, special trips, and Adopt-A-School activities were among the types of activities funded. Students attended events at places such as the Johnson City Predatory Hills Resort, McKinney Falls, District Hershey National Track & Field Meet, Austin Children's Museum, Ballet Folklorico, Waterloo Park, LBJ Library for the "Harlem Renaissance: Art in Black America" exhibit, and Paramount Theater for "Kinderconcert." In addition, groups of elementary students gave performances

of Folklorico dancing to peers at other schools. They participated in tours of important sites in their own neighborhoods that were unfamiliar to many of them, to instill school pride. In all, during the 1988-89 school year, 320 buses were paid for by Chapter 2 funds.

WHO USED THE SERVICES?

The School-Community Liaison Program used its allotted Chapter 2 Formula funds to provide transportation services for both parents and students. Funds were available for use by all elementary and secondary schools and special campuses such as the alternative schools and Clifton Center.

HOW MANY STUDENTS WERE SERVED?

Based on an estimate of 60 students per bus and five parents, approximately 19,200 people were served (parents served as chaperons and used buses for conference meetings with teachers, PTA events, etc.).

WERE FUNDS CONSIDERED EFFECTIVE?

Elementary and secondary campus administrators were asked to evaluate the effectiveness of the School-Community Liaison Program in facilitating parent and student involvement in special activities. "Neutral" (46%) was the most common response chosen by campus administrators, followed by "agree" (38%), and "disagree" (16%) responses.

PREKINDERGARTEN UNITS

WHAT PURPOSE DO PRE-KINDERGARTEN UNITS SERVE?

Since the mid-seventies, AISD has had federally funded full-day pre-kindergarten classes for low-achieving children. House Bill 72 provided for half-day pre-kindergarten for Limited-English-Proficient (LEP) and low-income children. Using local and State funds for the first time, AISD served children with a full-day program in 1985-1986 with half paid from Chapter 1 federal funds. During the 1988-89 school year, there were 76 full-day Pre-K classes and 34 half-day classes, with funding for one-half of 73 of the full-day classes paid for with Chapter 1 funds. Chapter 2 Formula funds were used to pay for one half-time teacher at Blanton and three at Travis Heights. A total of 72 students were served at the two Chapter 2 Formula schools.

DID THESE PRE-K STUDENTS MAKE ACHIEVEMENT GAINS?

The Pre-K students at Blanton made significant gains on the Peabody Picture Vocabulary Test-Revised (PPVT-R). These Chapter 2 Formula students averaged a gain of 6.6 standard score points from the pretest to the posttest. Even more significant gains were made at Travis Heights where students in the three Pre-K classes averaged a pre- to posttest gain of 14.1 standard score points. Last year, a 6.8 standard score point gain was recorded at Travis Heights indicating a rise in achievement. The 1988-89 gains at Travis Heights compare favorably with average gains of the half-day Pre-K classes in the District, while those at Blanton were not as good. In 1988-89, the gain for Bilingual students was 16.7, for English as a Second Language Students 22.7, and for low income students 9.4 (see Figure below).

Figure 25
PRE-KINDERGARTEN PPVT-R SCORES FOR CHAPTER 2

	87-88			88-89		
	Pre	Post	Gain	Pre	Post	Gain
Blanton	NA	NA	NA	76.9	83.5	6.6
Travis Hts.	82.8	89.6	6.8	72.5	86.6	14.1
AISD Half-Day						
Bilingual	53.9	62.6	8.7	41.8	58.5	16.7
ESL	64.4	84.0	19.6	56.8	79.5	22.7
Low Income	80.5	90.0	9.6	84.0	93.4	9.4
AISD Full-Day						
Bilingual	46.8	62.7	15.9	43.0	57.8	14.8
ESL	63.4	83.9	20.5	67.0	83.7	16.7
Low Income	77.4	90.5	13.1	77.7	89.0	11.3

ACADEMIC DECATHLON

WHAT IS THE ACADEMIC DECATHLON PROGRAM?

The Academic Decathlon is an academic contest which involves eleventh and twelfth grade students. The 1988-89 school year was the first year of involvement for AISD. Students compete in ten events which include: economics, fine arts, language and literature, mathematics, science, social science, speech, an interview, and an essay. Six schools in AISD (Bowie HS, Crockett HS, Johnston HS, LBJ HS, Reagan HS, and Travis HS), and a total of 47 students participated in

these contests with schools from other districts. Each school had two coaches (usually teachers or administrators) who assisted the students in preparation for the contests. Each team is made up of three Honor students, three Scholastic students, and three Varsity students who have the following grade point average definition:

Honor	3.75-4.00 GPA
Scholastic	3.00-3.74 GPA
Varsity	0.00-2.99 GPA

Each team member competes in all ten events of the Decathlon and is eligible for individual medals in all ten events.

Students are usually recommended by teachers and then choose to participate at their discretion. Students do not receive any credit and all participation is voluntary.

In 1988-89, a total of $17,901 in Chapter 2 Formula funds were spent as of June 22, 1989 for the Academic Decathlon. These funds were used for stipends for the coaches, books, and testing/ evaluation materials.

WHAT WERE THE CHARACTERISTICS OF PARTICIPATING STUDENTS?

All major ethnic groups were represented (see Figures 26 & 27). However, Blacks and Hispanics on the Academic Decathlon teams were less well represented than their numbers in the District. While Blacks and Hispanics make up 53% of the district, they represented 30% of the Academic Decathlon teams. Overall, there were 21 eleventh graders and 26 twelfth graders involved. Figure 28 shows gender characteristics of the program participants (62% were male and 38% were female).

Figure 26
ACADEMIC DECATHLON
ETHNIC COMPOSITION OF STUDENTS

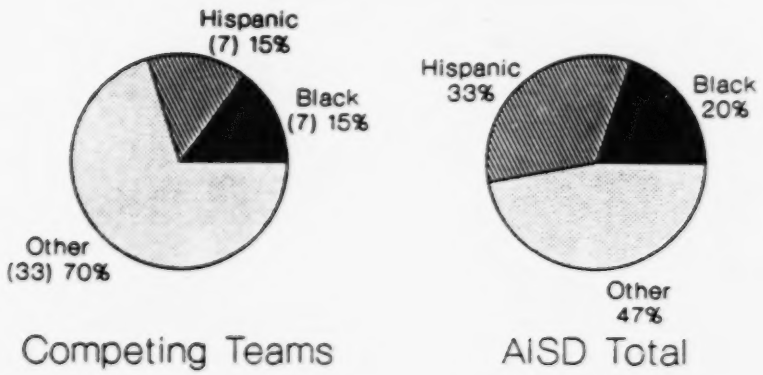


Figure 27
ACADEMIC DECATHLON
ETHNIC COMPOSITION OF STUDENTS BY SCHOOL

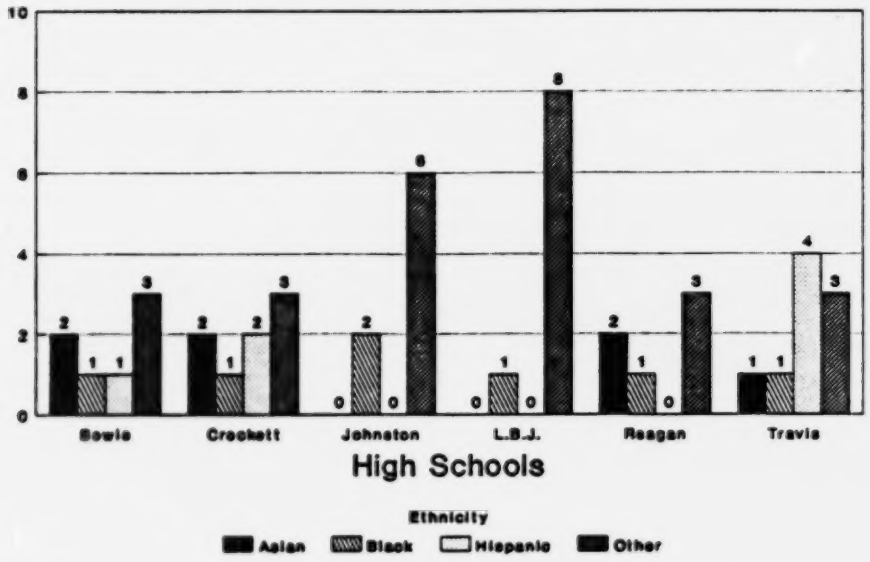
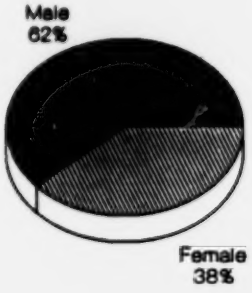


Figure 28
GENDER OF ACADEMIC DECATHLON PARTICIPANTS



WAS THE DECATHLON CONSIDERED EFFECTIVE?

According to responses to the teacher/administrator survey, 39% of teachers and administrators felt that both the District and students benefitted from participation in the Academic Decathlon. In addition, 45% believe that the Academic Decathlon competition is an effective way to promote academic excellence. Of those familiar with the program (87%), most were neutral (42%) or positive (52%). Among the eight Chapter 2 Formula programs which appeared on the staff surveys, the Academic decathlon ranked seventh in effectiveness.

PROGRAM EFFECTIVENESS COMPARISON

Teachers and administrators received questions about specific Chapter 2 programs on the districtwide survey. Respondents were asked to evaluate the effectiveness of various programs. The percentage of respondents who were neutral was fairly high for some programs. Here is the percentage responding positively:

Program	% of Respondents Agreeing that the Program is Effective
Peer Assistance and Leadership Program (PAL)	54.8% (Helping students with academic and attendance problems) 62.0% (Working with potential dropouts) 47.1% (Helping students with drug or alcohol problems) 65.4% (As a listening ear)
Homework Pilot	42.5%
TEAMS Materials	70.3%
Outdoor Learning Program (Field trips)	48.5%
WICAT Computer Lab (Asked at Blanton only)	74.1%
Johnston Comprehensive Competencies Lab (Asked at Johnston only)	63.0%
Academic Decathlon	45.5%
Project ASSIST (Asked at Blanton, Blackshear, and Wooldridge)	58.3%

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Moede, Lauren. (1987). Chapter 2 Formula: 1986-87 Final Technical Report (ORE Publication Number 86.10). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Chapter 2 Formula

Appendix A

Peer Assistance and Leadership Program

CHAPTER 2 FORMULA

Peer Assistance And Leadership Program

Procedure

Information on the Peer Assistance and Leadership Program (PAL)(TEA No. X3360100) was obtained using three methods, student survey, teacher and administrator survey, and program records. Each of these methods will be described below.

Student Survey

During the fall, 1987, semester a districtwide survey of all high school students was conducted from November 7-11. A total of 90 items were included in the item pool, and each student received from 11 to 24 of these items, depending on grade level and special program membership. Surveys were distributed to 15,351 students; 13,186 of these surveys were returned, for a return rate of 86%. At the end of October, 1988, PAL items for the student survey were given to the student survey coordinator. In December the survey results were returned. There were four PAL items in the student item pool. The questions and responses to the four PAL items are listed in Attachment A-1.

Program Records

Arrangements were made with the PAL program coordinator for the monthly progress reports to be forwarded to the Chapter 2 evaluation associate (see Attachment A-2). These monthly reports were used to obtain the number of schools and students served by the PAL program. Also, an ORE evaluator developed a report to collect information on students served. These reports were summarized by the ORE evaluator and submitted to the Chapter 2 evaluation associate. However they were not used in the Chapter 2 final report.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators reeived 28-44 items per survey. The return rate for teachers, other

professionals and administrators was 96%, 87%, and 90% respectively. There were four PAL items in the item pool. The questions and responses to the four PAL items are listed in Attachment A-3.

DISTRICT TOTALS

RESPONSE SUMMARY FOR FALL, 1988 STUDENT SURVEY - PAL

88.32

6. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR OLDER STUDENTS TO HELP YOUNGER STUDENTS WITH ACADEMIC PROBLEMS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
10TH GRADE	5	2	1	2	0	0
		40.0%	20.0%	40.0%	0.0%	0.0%
11TH GRADE	34	26	8	0	0	0
		76.5%	23.5%	0.0%	0.0%	0.0%
12TH GRADE	102	70	22	8	2	0
		68.6%	21.6%	7.8%	2.0%	0.0%
TOTAL	141	98	31	10	2	0
		[redacted]		7.1%	1.4%	0.0%

91.5

APPENDIX-A
4

7. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR OLDER STUDENTS TO HELP YOUNGER STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
10TH GRADE	5	3	2	0	0	0
		60.0%	40.0%	0.0%	0.0%	0.0%
11TH GRADE	34	21	11	1	0	1
		61.8%	32.4%	2.9%	0.0%	2.9%
12TH GRADE	102	67	29	4	2	0
		65.7%	28.4%	3.9%	2.0%	0.0%
TOTAL	141	91	42	5	2	1
		[redacted]		3.5%	1.4%	0.7%

94.3

Attachment A-1
Page 1 of 2

DISTRICT TOTALS

RESPONSE SUMMARY FOR FALL, 1988 STUDENT SURVEY - PAL

88.32

8. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR OLDER STUDENTS TO WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
10TH GRADE	5	3 60.0%	2 40.0%	0 0.0%	0 0.0%	0 0.0%
11TH GRADE	35	23 65.7%	8 22.9%	4 11.4%	0 0.0%	0 0.0%
12TH GRADE	102	75 73.5%	24 23.5%	3 2.9%	0 0.0%	0 0.0%
TOTAL	142	101 [redacted]	34 [redacted]4.9%	7	0 0.0%	0 0.0%

95

9. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR OLDER STUDENTS TO PROVIDE A LISTENING EAR FOR STUDENTS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
10TH GRADE	5	4 80.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%
11TH GRADE	35	27 77.1%	6 17.1%	2 5.7%	0 0.0%	0 0.0%
12TH GRADE	102	94 92.2%	6 5.9%	2 2.0%	0 0.0%	0 0.0%
TOTAL	142	125 [redacted]	13 [redacted]	4 2.8%	0 0.0%	0 0.0%

97.2

APPENDIX-A
5

Attachment A-1
Page 2 of 2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

HIGH SCHOOL
PAL MONTHLY PROGRESS REPORT

School: LBJ Month of Report: Sep Year: '88

Sponsor's Name: Mr. Warner

1. Number of PAL students in your program:
   12th grade 13
   11th grade 6
   Total 19

2. Number of students with whom your PAL students are working with on a regular basis:
   High School: 0
   M/Jr High: 0
   Elementary: 0

3. Of the students reported in item 2, how many are new to the program (i.e., became involved within the past month)?
   High School: 0
   M/Jr High: 0
   Elementary: 0

4. Among students your PAL students are working with, how many can be considered "high risk" (academic, behavioral, or attendance problems, low self-concept, etc.)? —

   For how many of these students is alcohol or drug abuse a problem, either for themselves or for other family members? —

5. Number of hours of service provided by your PAL students during the month:
   High School: —
   M/Jr High: —
   Elementary: —

6. Number of referrals made to other programs, services, or agencies: —

7. Number of students tutored by PALS: —

8. Number of hours of training or workshops provided by an outside agency or consultant: 1

   Name(s) and affiliation(s) of outside consultant(s):
   Tom Zimmerman - "The Listening Tree"

(CONTINUED ON BACK)

PAL PROGRAM MONTHLY PROGRESS REPORT, Continued

9. At which school(s) are your PAL students working?

Peace Middle School

10. Noteworthy events, activities, or accomplishments during the month:

Participated in Caesar Chavez's "Fast for Life.": Commissioner Hightower asked the LBJ PAL's to help him publicize Caesar Chavez's fast protesting the use of pesticides in agriculture. We helped by attending a press conference at the capital. Cory Castenada spoke at the conference, introducing the LBJ PAL's and pledging support for the fast. We all either skipped a meal or fasted for 24 hrs.

PAL Symposium - Sep 24

Please send this report to:

Dr. Richard Sutch
Administration Building

Must be received by the 7th of the following month.

PROGRAM: SV$EMO19

AUSTIN INDEPENDENT SCHOOL DISTRICT
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SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

53. HAVE YOU EVER REFERRED A STUDENT TO THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM FOR ASSISTANCE FROM A PAL FACILITATOR?
A. YES B. NO

	SENT	RETURNED	INVALID/BLANK	VALID
NUMBER OF PEOPLE SAMPLED	300	288	18	270

	NUMBER OF RESPONSES	A	B
TEACHERS			
ELEMENTARY	37	17	20
		45.9%	54.1%
SECONDARY	199	71	128
		35.7%	64.3%
HIGH SCHOOL	126	48	78
		38.1%	61.9%
MIDDLE/JUNIOR HIGH	72	23	49
		31.9%	68.1%
OTHER	1	0	1
		0.0%	100.0%
ADMINISTRATORS			
CAMPUS	34	25	9
		73.5%	26.5%
TOTALS			
TEACHERS	236	88	148
		37.3%	62.7%
ADMINISTRATORS	34	25	9
		73.5%	26.5%

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OFFICE OF RESEARCH AND EVALUATION

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CHAPTER 2

54. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO HELP STUDENTS WITH ACADEMIC PROBLEMS AND ATTENDANCE.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
169	160	5	155

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	21	3	9	2	1	0	6
		14.3%	42.9%	9.5%	4.8%	0.0%	28.6%
SECONDARY	103	11	36	24	9	3	20
		10.7%	35.0%	23.3%	8.7%	2.9%	19.4%
HIGH SCHOOL	61	5	25	14	5	0	12
		8.2%	41.0%	23.0%	8.2%	0.0%	19.7%
MIDDLE/JUNIOR HIGH	41	6	11	10	4	3	7
		14.6%	26.8%	24.4%	9.8%	7.3%	17.1%
OTHER	1	0	0	0	0	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ADMINISTRATORS							
CAMPUS	23	12	7	2	0	0	2
		52.2%	30.4%	8.7%	0.0%	0.0%	8.7%
CENTRAL	8	3	4	0	0	0	1
		37.5%	50.0%	0.0%	0.0%	0.0%	12.5%
TOTALS							
TEACHERS	124	14	45	26	10	3	26
		11.3%	36.3%	21.0%	8.1%	2.4%	21.0%
ADMINISTRATORS	31	15	11	2	0	0	3
		48.4%	35.5%	6.5%	0.0%	0.0%	9.7%

PGM: SV$EMO19

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SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
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55. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO HELP STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
173	162	9	153

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	18	2	2	7	1	0	6
		11.1%	11.1%	38.9%	5.6%	0.0%	33.3%
SECONDARY	101	11	34	26	10	3	17
		10.9%	33.7%	25.7%	9.9%	3.0%	16.8%
HIGH SCHOOL	59	4	21	19	6	1	8
		6.8%	35.6%	32.2%	10.2%	1.7%	13.6%
MIDDLE/JUNIOR HIGH	41	7	13	7	4	2	8
		17.1%	31.7%	17.1%	9.8%	4.9%	19.5%
OTHER	1	0	0	0	0	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ADMINISTRATORS							
CAMPUS	24	6	9	5	0	1	3
		25.0%	37.5%	20.8%	0.0%	4.2%	12.5%
CENTRAL	10	4	4	2	0	0	0
		40.0%	40.0%	20.0%	0.0%	0.0%	0.0%
TOTALS							
TEACHERS	119	13	36	33	11	3	23
		10.9%	30.3%	27.7%	9.2%	2.5%	19.3%
ADMINISTRATORS	34	10	13	7	0	1	3
		29.4%	38.2%	20.6%	0.0%	2.9%	8.8%

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CHAPTER 2

56. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

NUMBER OF PEOPLE SAMPLED

SENT	RETURNED	INVALID/BLANK	VALID
154	147	5	142

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	17	4	9	2	2	0	0
		23.5%	52.9%	11.8%	11.8%	0.0%	0.0%
SECONDARY	100	21	32	28	4	2	13
		21.0%	32.0%	28.0%	4.0%	2.0%	13.0%
HIGH SCHOOL	68	14	23	19	3	2	7
		20.6%	33.8%	27.9%	4.4%	2.9%	10.3%
MIDDLE/JUNIOR HIGH	32	7	9	9	1	0	6
		21.9%	28.1%	28.1%	3.1%	0.0%	18.8%
ADMINISTRATORS							
CAMPUS	14	4	8	1	1	0	0
		28.6%	57.1%	7.1%	7.1%	0.0%	0.0%
CENTRAL	11	6	4	0	0	1	0
		54.5%	36.4%	0.0%	0.0%	9.1%	0.0%
TOTALS							
TEACHERS	117	25	41	30	6	2	13
		21.4%	35.0%	25.6%	5.1%	1.7%	11.1%
ADMINISTRATORS	25	10	12	1	1	1	0
		40.0%	48.0%	4.0%	4.0%	4.0%	0.0%

PROGRAM: SV$EMO19

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57. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO PROVIDE A LISTENING EAR FOR STUDENTS.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
148	141	5	136

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	17	6	7	2	2	0	0
		35.3%	41.2%	11.8%	11.8%	0.0%	0.0%
SECONDARY	100	23	36	27	3	1	10
		23.0%	36.0%	27.0%	3.0%	1.0%	10.0%
HIGH SCHOOL	68	14	29	17	2	1	5
		20.6%	42.6%	25.0%	2.9%	1.5%	7.4%
MIDDLE/JUNIOR HIGH	32	9	7	10	1	0	5
		28.1%	21.9%	31.3%	3.1%	0.0%	15.6%
ADMINISTRATORS							
CAMPUS	14	4	8	1	1	0	0
		28.6%	57.1%	7.1%	7.1%	0.0%	0.0%
CENTRAL	5	1	4	0	0	0	0
		20.0%	80.0%	0.0%	0.0%	0.0%	0.0%
TOTALS							
TEACHERS	117	29	43	29	5	1	10
		24.8%	36.8%	24.8%	4.3%	0.9%	8.5%
ADMINISTRATORS	19	5	12	1	1	0	0
		26.3%	63.2%	5.3%	5.3%	0.0%	0.0%

Chapter 2 Formula

Appendix B

PROJECT ASSIST

88.32

CHAPTER 2 FORMULA

PROJECT ASSIST

Procedure

Project ASSIST Logs

The instructional monitors at the three Project ASSIST schools (Blackshear, Blanton, and Wooldridge) were sent a memo (see files) explaining that they would be provided with a computer-generated printout (see files) to use to record the referrals to the ASSIST classroom. Each printout contained an alphabetical listing of the students in each grade level at each of the four schools. The dates for each six weeks during the 1988-89 school year were listed in columns. If a student spent any time in the ASSIST classroom during any day of the six weeks, the monitor recorded the date in the row of that student's name and in the appropriate column for that six weeks.

Monitors were instructed to add names of new students to the printout if they were referred to the ASSIST classroom and their names were not listed on the current printout. The printouts at each school were examined during the first six weeks for irregularities. However, all instructional monitors were using the printouts as instructed.

The student identification numbers of students referred to ASSIST were entered on a CRT screen into a Project ASSIST data file (DE@ASST). These student identification numbers were collected from the instructional monitors at the end of the 88-89 school year. A SAS program (DE$002) was used to merge the data file with the Student Master File in order to tabulate frequency tables of sex by school, grade by school, and ethnicity by school. The Project ASSIST file was merged with the Special Education File in order to tabulate a frequency table of special education status by school.

OSA Files The Office of Student Affairs maintains a file (OSA) on AISD students receiving suspensions and corporal punishment. Prior to the 1984-85 school year, suspensions were categorized as short (1-3 days), intermediate (4-10 days), or long (more than 10 days). During the 1984-85 school year, a short suspension could run from one to five days, and the categories of intermediate and long term suspensions were eliminated. In their place, the categories of expulsion or removal were created, and a student could be

suspended for any number of days. The categories were again revised for the 1985-86 school year. They were:

- Compelling (1-5 day suspension)
- Pre-Hearing (1-5 day suspension)
- Removal to Alternative Education Program (secondary only), and
- Expulsion.

Records from the Office of Students Affairs contain the type of suspension, the total number of days the student missed due to the suspension, the student's Special Education status as well as the student's school code. Because data for the category including students removed to an alternative education program was available only for the 1985-86 year, it was not used in comparing incidences of suspension. A program was developed by an Office of Research and Evaluation programmer to obtain the suspension and corporal punishment data from the OSA file. Because of the changes in categories for suspensions, data in individual categories could not be compared across years. Instead, the total number of disciplinary actions was compared.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators reeived 28-44 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. An item on the ASSIST program was included in the item pool. Responses to this item are included in Attachment B-1.

RUN: SV$EMO19

AUSTIN INDEPENDENT SCHOOL DISTRICT
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60. DO YOU THINK THE REDUCTION IN THE NUMBER OF SUSPENSIONS AND EXPULSIONS IN THE THREE PROJECT ASSIST SCHOOLS IS DUE MORE TO THE USE OF GLASSER'S REALITY THERAPY OR THE AVAILABILITY OF THE ASSIST ROOM?
A. GLASSER'S REALITY THERAPY METHODS
B. AVAILABILITY OF THE ASSIST ROOM

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
59	59	8	51

	NUMBER OF RESPONSES	A	B
TEACHERS			
ELEMENTARY	47	8	39
		17.0%	83.0%
OTHER PROFESSIONALS			
CAMPUS	4	2	2
		50.0%	50.0%
TOTALS			
TEACHERS	47	8	39
		17.0%	83.0%
OTHER PROFESSIONALS	4	2	2
		50.0%	50.0%

61. I THINK THE ASSIST PROGRAM IS EFFECTIVE IN GRADES:
(CHOOSE ALL THAT APPLY)
A. K-3 B. 4-6 C. NOT EFFECTIVE IN ANY GRADE

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
53	52	4	48

	NUMBER OF RESPONSES	A	B	C
TEACHERS				
ELEMENTARY	51	12	20	19
OTHER PROFESSIONALS				
CAMPUS	9	4	4	1
TOTALS				
TEACHERS	51	12	20	19
OTHER PROFESSIONALS	9	4	4	1

Chapter 2 Formula

Appendix C

EXTRACURRICULAR TRANSPORTATION

CHAPTER 2 FORMULA

EXTRACURRICULAR TRANSPORTATION

Procedure

Information concerning Extracurricular Transportation was collected using three different instruments. The procedure for each instrument will be discussed separately below.

Program Records

Records kept by the Department of Transportation documenting support services were examined in June in order to determine how many bus runs were paid for with Chapter 2 Formula funds. An estimate of the average number of students on each of these bus trips was calculated by a random sampling of the bus drivers' daily logs. One week per month was chosen as a sample of bus ridership.

Student Survey

During the fall, 1988 semester, a district-wide survey of all high school students was conducted. This year, the student survey included three items concerning extracurricular transportation. These items were included on the surveys of a sample of reassigned students at all high schools. Completed surveys were returned by 570 reassigned students. (The Student Master File shows these reassigned students had either a desegregation code of 2 or 3.) The responses of the reassigned students are discussed in the final report. These items are included as Attachment C-1.

Responses to item number 4 were compared to responses to a similar item on the 1987-88 student survey. A program titled DE$EXT ran a CHI-SQUARE procedure on the data showing that responses in the two years were significantly different.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators reeived 28-44 items per survey. The return rate for teachers, other professionals, and administrators was 96%, 87%, and 90% respectively. Survey items concerning extracurricular

transportation were solicited from central administrators, program staff, and ORE staff; four of these items were selected for inclusion in the teacher survey. These items are included as Attachment C-2. Responses to item #58 may reflect the comments of teachers and administrators on the reduction in extracurricular participation for the entire school district, or for their school in particular.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

11/29/88
SV$S006

DISTRICT TOTALS

RESPONSE SUMMARY FOR FALL, 1988 STUDENT SURVEY - EXTRACURRICULAR TRANSPORTATION

88.32

3. HAVE YOU EVER RIDDEN AN ACTIVITY/ATHLETIC BUS (LATE BUS) TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES OCCURRING BEFORE OR AFTER SCHOOL?
A. YES B. NO

	NUMBER OF RESPONSES	A	B
9TH GRADE	226	138 61.1%	88 38.9%
10TH GRADE	124	73 58.9%	51 41.1%
11TH GRADE	118	74 62.7%	44 37.3%
12TH GRADE	110	73 66.4%	37 33.6%
TOTAL	578	358 61.9%	220 38.1%

APPENDIX-C
4

4. ON THE AVERAGE, HOW MANY TIMES PER WEEK DO YOU RIDE AN ACTIVITY/ATHLETIC (LATE) BUS? (INCLUDE BOTH MORNING AND AFTERNOON RIDES IN YOUR ESTIMATE.)
A. 0 B. 1 C. 2 D. 3 E. 4 F. 5 G. 6
H. 7 I. 8 J. 9 K. 10

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K
9TH GRADE	219	147 67.1%	21 9.6%	16 7.3%	4 1.8%	4 1.8%	13 5.9%	3 1.4%	1 0.5%	0 0.0%	2 0.9%	8 3.7%
10TH GRADE	119	75 63.0%	19 16.0%	6 5.0%	2 1.7%	0 0.0%	11 9.2%	1 0.8%	0 0.0%	1 0.8%	0 0.0%	4 3.4%
11TH GRADE	119	100 84.0%	6 5.0%	1 0.8%	0 0.0%	0 0.0%	7 5.9%	1 0.8%	0 0.0%	2 1.7%	0 0.0%	2 1.7%
12TH GRADE	108	92 85.2%	7 6.5%	4 3.7%	2 1.9%	0 0.0%	1 0.9%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 1.9%
TOTAL	565	414 73.3%	53 9.4%	27 4.8%	8 1.4%	4 0.7%	32 5.7%	5 0.9%	1 0.2%	3 0.5%	2 0.4%	16 2.8%

12.6
22.1
22
4.8
5

70
71
73

Attachment C-1
Page 1 of 2

DISTRICT TOTALS

RESPONSE SUMMARY FOR FALL, 1988 STUDENT SURVEY - EXTRACURRICULAR TRANSPORTATION

5. WOULD YOU HAVE BEEN ABLE TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES IF TRANSPORTATION HAD NOT BEEN PROVIDED?
A. YES B. NO

	NUMBER OF RESPONSES	A	B
9TH GRADE	225	141 62.7%	84 37.3%
10TH GRADE	125	74 59.2%	51 40.8%
11TH GRADE	117	78 66.7%	39 33.3%
12TH GRADE	107	67 62.6%	40 37.4%
TOTAL	574	360 62.7%	214 37.3%

88.32

APPENDIX-C
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Page 2 of 2

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

88.32

58. I WOULD ESTIMATE _____(NUMBER OF STUDENTS) WERE NOT ABLE TO PARTICIPATE IN EXTRACURRICULAR EVENTS THIS YEAR BECAUSE OF THE REDUCTION IN EXTRACURRICULAR BUS ROUTES.

A. 0
B. 1-10
C. 11-20
D. 21-30
E. 31-40
F. 41-50
G. 51-60
H. 61-70
I. 71-80
J. 81-90
K. OVER 100

	SENT	RETURNED	INVALID	VALID
	215	209	31	178

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K
TEACHERS*												
SECONDARY	145	34	26	30	13	5	15	4	2	2	1	13
		23.4%	17.9%	20.7%	9.0%	3.4%	10.3%	2.8%	1.4%	1.4%	0.7%	9.0%
HIGH SCHOOL	84	16	19	15	11	4	6	2	1	1	1	8
		19.0%	22.6%	17.9%	13.1%	4.8%	7.1%	2.4%	1.2%	1.2%	1.2%	9.5%
MIDDLE/JUNIOR HIGH	61	18	7	15	2	1	9	2	1	1	0	5
		29.5%	11.5%	24.6%	3.3%	1.6%	14.8%	3.3%	1.6%	1.6%	0.0%	8.2%
ADMINISTRATORS												
CAMPUS	33	7	13	1	2	1	4	1	0	1	0	3
		21.2%	39.4%	3.0%	6.1%	3.0%	12.1%	3.0%	0.0%	3.0%	0.0%	9.1%
TOTALS												
TEACHERS	145	34	26	30	13	5	15	4	2	2	1	13
		23.4%	17.9%	20.7%	9.0%	3.4%	10.3%	2.8%	1.4%	1.4%	0.7%	9.0%
ADMINISTRATORS	33	7	13	1	2	1	4	1	0	1	0	3
		21.2%	39.4%	3.0%	6.1%	3.0%	12.1%	3.0%	0.0%	3.0%	0.0%	9.1%

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59. THE MOST VIABLE WAY TO REDUCE COSTS FOR EXTRACURRICULAR TRANSPORTATION WOULD BE TO:

A. ELIMINATE MAGNET SCHOOL SERVICE
B. LENGTHEN ROUTES IN ORDER TO USE FEWER BUSES
C. PROVIDE ONE ROUTE PER SCHOOL PER DAY
D. CUT ROUTES AT SCHOOLS WITH LOWEST RIDERSHIP
E. RESTRICT RIDERSHIP TO EXTRACURRICULAR OR REASSIGNED STUDENTS

	SENT	RETURNED	INVALID	VALID
	245	233	34	199

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
SECONDARY	174	44	29	33	22	46
		25.3%	16.7%	19.0%	12.6%	26.4%
HIGH SCHOOL	100	31	12	22	9	26
		31.0%	12.0%	22.0%	9.0%	26.0%
MIDDLE/JUNIOR HIGH	74	13	17	11	13	20
		17.6%	23.0%	14.9%	17.6%	27.0%
ADMINISTRATORS						
CAMPUS	25	11	4	5	3	2
		44.0%	16.0%	20.0%	12.0%	8.0%
TOTALS						
TEACHERS	174	44	29	33	22	46
		25.3%	16.7%	19.0%	12.6%	26.4%
ADMINISTRATORS	25	11	4	5	3	2
		44.0%	16.0%	20.0%	12.0%	8.0%

Attachment C-2
Page 1 of 1

Chapter 2 Formula

Appendix D

Homework Pilot Project

CHAPTER 2 FORMULA

Homework Pilot Project

Procedure

Information concerning the Homework Pillot evaluation was collected using two different instruments. The procedure for each instrument will be discussed separately below.

Homework Pilot Survey

During the fall, 1988 semester the Homework Pilot surveys were printed and the distribution method was determined. Surveys were sent to randomly selected teachers of 7th grade mathematics and 9th grade Fundamentals of Mathematics. The teachers were selected by a program developed by an ORE programmer that listed teacher number, location number and number of students for a selected course. The surveys were mailed to campuses on February 9th and 10th, 1989, and were to be returned by February 24th.

Surveys were sent to 256 9th grade Fundamentals of Mathematics students and 242 7th grade mathematics students for a total of 498 surveys. The surveys were sent to the principal of each school where a teacher was to receive a package of surveys. The project was explained to the principal in a memo signed by the Executive Director of the Department of Management Information and by the Assistant Superintendent for Secondary Education and the principal was asked to give the surveys to the appropriate teachers for distribution (see Attachment - 1). A total of 312 surveys were returned for a response rate of 63%. Follow up calls were made to increase the return rate; however, many teachers indicated a number of students were absent on the day the surveys were distributed and some teachers said they instructed the students to return the surveys through the mail.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professional received 33-48 items per survey, and administrators received 28-44 items per survey. The return rate for teachers, other

professionals and administrators was 96%, 87%, and 90% respectively. The survey items on the Homework Pilot Project are included in Attachment D-1.

04019 AUSTIN INDEPENDENT SCHOOL DISTRICT 04/28/89
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

219. THE HOMEWORK PILOT PRACTICE BOOKLET WAS AN EFFECTIVE WAY TO GET STUDENTS AND THEIR PARENTS INVOLVED IN PREPARING FOR THE TEAMS TEST.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. UNFAMILIAR WITH PILOT

NUMBER OF PEOPLE SAMPLED

SENT	RETURNED	INVALID/BLANK	VALID
111	108	2	106

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
SECONDARY	67	6	16	12	10	13	10
		9.0%	23.9%	17.9%	14.9%	19.4%	14.9%
HIGH SCHOOL	37	1	9	5	7	12	3
		2.7%	24.3%	13.5%	18.9%	32.4%	8.1%
MIDDLE/JUNIOR HIGH	30	5	7	7	3	1	7
		16.7%	23.3%	23.3%	10.0%	3.3%	23.3%
ADMINISTRATORS							
CAMPUS	39	8	15	12	0	0	4
		20.5%	38.5%	30.8%	0.0%	0.0%	10.3%
TOTALS							
TEACHERS	67	6	16	12	10	13	10
		9.0%	23.9%	17.9%	14.9%	19.4%	14.9%
ADMINISTRATORS	39	8	15	12	0	0	4
		20.5%	38.5%	30.8%	0.0%	0.0%	10.3%

88.32

Chapter 2 Formula

Appendix E

Johnston Comprehensive Competencies Program Lab

CHAPTER 2 FORMULA

Johnston Comprehensive Competencies Lab

Procedure

On October 14, 1988 the Chapter 2 evaluation associate and the supervising evaluator visited the Comprehensive Competencies Program (CCP) at Johnston, High School. Aspects of the program such as enrollment, participation, and instructional materials were discussed with the CCP staff. At that time it was agreed that participation information would be collected on all students, but only those students who had completed 10 hours on specially designed instructional materials (10 hours time on task) would be examined for program impact. At the end of the fall and spring semesters the MIS Specialist at the CCP lab supplied a list of students enrolled. Names and student ID's were entered into a computer file that was used in GENESYS to provide current and historical data on the program (Attachment E-1).

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators received 28-44 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. There was one question concerning the Johnston CCP Lab in the item pool. The question and responses are included in Attachment E-2.

CONFIDENTIAL - FOR USE BY AISD PROFESSIONAL STAFF ONLY
GENESYS -- DATA BY STUDENT
PROGRAM: JOHNSTON COMPUTER LAB - 10 MINU 1988-89

NAME		STUDENT ID	BIRTHDATE	SCHOOL	ETHNICITY	LOW INCOME	GRADE	LEP	AGE SEPT 1	OVER AGE	SPECIAL ED	ITBS TAP RC	ITBS TAP MT	ITBS TAP COMP	TEAMS R	TEAMS M	TEAMS W	ATTENDANCE F	ATTENDANCE %	ATTENDANCE S	DISCIPLINE	GRADES FALL CREDIT IN SD	GRADES FALL # OF DE	GRADES FALL NO GRADE	GRADES FALL GPA	GRADES SPRING CREDIT IN SD	GRADES SPRING # OF DE	GRADES SPRING NO GRADE	GRADES SPRING GPA	DROP STATUS	RETAINED
		2952871																													
ACOSTA	RALP	0018001	20872	003	H		09		17	Y								38				0	0	0	4						
GUERRERO	JOSE	0035779	83169	003	H		10	Y	19	Y								93				2	5	0	0	86.2					
HERNANDEZ	JOE	3481301	112069	003	H		10		19	Y								74				0	0	0	1						
LEIJA	ABRA	0035529	122872	003	H	Y	09	Y	16	Y								98				2	5	0	0	91.4					
LIMON	JOHN	4612501	100370	003	H		09		18	Y								86			F	0	0	0	2						
LOMBARDO	JOSE	4671931	111570	003	H		10		18	Y								100				2	0	2	0	73.8					
PASCONE	ALEX	6038202	40471	003	H		09		17	Y								93				1	5	0	0	70.0					
VILLAGRAN	CARL	0035579	71573	003	H		09		15	Y								75				1	0	0	4	80.0					
VILLANUEVA	JOE	8285701	121070	003	H	Y	10	Y	18	Y								92				1	5	0	0	73.0					

88.32

APPENDIX-E
3

Attachment E-1
Page 1 of 1

228 THE COMPREHENSIVE COMPETENCIES PROGRAM LAB HERE AT JOHNSTON IS EFFECTIVE IN KEEPING STUDENTS IN SCHOOL.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
106	96	4	92

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
SECONDARY	83	21	32	18	10	2
		25.3%	38.6%	21.7%	12.0%	2.4%
HIGH SCHOOL	83	21	32	18	10	2
		25.3%	38.6%	21.7%	12.0%	2.4%
OTHER PROFESSIONALS						
CAMPUS	6	2	0	3	1	0
		33.3%	0.0%	50.0%	16.7%	0.0%
ADMINISTRATORS						
CAMPUS	3	3	0	0	0	0
		100.0%	0.0%	0.0%	0.0%	0.0%
TOTALS						
TEACHERS	83	21	32	18	10	2
		25.3%	38.6%	21.7%	12.0%	2.4%
OTHER PROFESSIONALS	6	2	0	3	1	0
		33.3%	0.0%	50.0%	16.7%	0.0%
ADMINISTRATORS	3	3	0	0	0	0
		100.0%	0.0%	0.0%	0.0%	0.0%

88.32

Chapter 2 Formula

Appendix F

Spanish Academy

CHAPTER 2 FORMULA

Spanish Academy

Procedure

Information on the Spanish Academy was collected using three different instruments. Information from program records, a fall semester survey and the Districtwide teacher administrator survey, was used in the program evaluation process.

Fall Semester Survey

All students enrolled in the Spanish Academy during the fall semester evaluated the program. Last year, only those completing six or more classes were asked to evaluate the Spanish Academy. On Friday, December 2, 1989 the Spanish Academy course surveys were delivered to the instructors. The following week the surveys were distributed to all 182 students (the survey was mailed to those who did not attend classes on the distribution day). Of the 182 surveys distributed, 82 were returned for a response rate of 45%. The survey summary appears in the final report. For the complete results see Attachment F-1.

The 1988-89 responses to the question "Has this course helped you in your job?" were compared to the responses to a similar question on the 1987-88 survey. A CHI-SQUARE analysis showed that the responses were not significantly different.

Program Records

At the end of the fall semester, the Spanish Academy instructors were requested to supply a copy of the summer and fall classes rosters to the evaluation associate. The same request was made at the end of the spring semester. These rosters were used to evaluate attendance for the program.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the

88

spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 459 items overall. Of these items, teachers received 4-24 items per survey, other professionals received 9-24 items per survey, and administrators received 8-24 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. Three Spanish Academy items were in the item pool. The questions and responses are listed in Attachment F-2.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SPANISH ACADEMY EVALUATION FORM

CLASS LOCATION: _____

CLASS TAKEN (Beginner, Intermediate, Advanced, Translation/Interpretation): _____

YOUR JOB TITLE: _____

YOUR SCHOOL NAME OR JOB LOCATION: _____

Please circle the most appropriate response.

1. Overall, the Spanish Academy course was:

   EXCELLENT **GOOD** **ADEQUATE** **POOR** **VERY POOR**

2. Has this course helped you in your job? **A LOT** **SOME** **NOT AT ALL**
   If it has, please explain how.

3. Has this course helped you in general? **A LOT** **SOME** **NOT AT ALL**
   If it has, please explain how.

4. Do you feel the course has improved your rapport with Hispanic students?

   YES **NO** **NOT APPLICABLE**

   If it has, please explain how.

PLEASE COMPLETE BACK PAGE

5. Has your participation in the Spanish Academy affected your Hispanic students' achievement?

   YES NO NOT APPLICABLE

   If it has, please explain how.

6. What aspects of the Spanish Academy classes should be maintained for future classes?

7. What aspects of the Spanish Academy classes do you think should be left out?

8. If you missed a class, did it affect your participation?

   A LOT SOME NOT AT ALL NOT APPLICABLE

9. I feel that the new practice tape for beginning levels was effective.

   STRONGLY AGREE AGREE NEUTRAL DISAGREE STRONGLY DISAGREE

10. How many semesters have you attended the Spanish Academy (at least six classes per semester)? _____

11. Given the opportunity, would you continue taking Spanish Academy classes?

    YES NO

PLEASE SEND YOUR COMPLETED FORM IN THE SCHOOL MAIL TO:

Darrick Eugene, Office of Research and Evaluation
Administration Building, Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
FALL, 1988 SPANISH ACADEMY SURVEY

11:13 MONDAY, JANUARY 23, 1989 1

88.32

1

CLASS		FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
BEG	0	3	3.7	3	3.7
INT	1	57	69.5	60	73.2
ADV	2	16	19.5	76	92.7
TRANS	3	5	6.1	81	98.8
	4	1	1.2	82	100.0

2

TEACHER		FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	0	38	46.3	38	46.3
TEACHER	1	44	53.7	82	100.0

3

OVERALL		FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	0	1	1.2	1	1.2
EXCELLENT	1	62	75.6	63	76.8
GOOD	2	16	19.5	79	96.3
ADEQUATE	3	3	3.7	82	100.0

4

JOB		FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	0	3	3.7	3	3.7
A LOT	1	28	34.1	31	37.8
SOME	2	46	56.1	77	93.9
NONE	3	5	6.1	82	100.0

1
34.1
56.1
90.2

5

GENERAL		FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	0	4	4.9	4	4.9
A LOT	1	46	56.1	50	61.0
SOME	2	32	39.0	82	100.0

6

RAPPORT		FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		1			
	0	1	1.2	1	1.2
YES	1	58	71.6	59	72.8
NO	2	3	3.7	62	76.5
NA	3	19	23.5	81	100.0

APPENDIX-F
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STUDENT	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
0	11	13.4	11	13.4
YES 1	11	13.4	22	26.8
NO 2	14	17.1	36	43.9
NA 3	46	56.1	82	100.0

8

MISSED	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
A LOT 0	10	12.2	10	12.2
SOME 1	4	4.9	14	17.1
NONE 2	37	45.1	51	62.2
NA 3	24	29.3	75	91.5
4	7	8.5	82	100.0

9

TAPE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA 0	16	19.5	16	19.5
SAMPLE 1	31	37.8	47	57.3
SAMPLE 2	27	32.9	74	90.2
NONE 3	6	7.3	80	97.6
NA 9	2	2.4	82	100.0

10-11

NUMSEM	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
0	12	14.6	12	14.6
1	39	47.6	51	62.2
2	7	8.5	58	70.7
3	9	11.0	67	81.7
4	6	7.3	73	89.0
5	2	2.4	75	91.5
6	2	2.4	77	93.9
7	1	1.2	78	95.1
10	1	1.2	79	96.3
11	1	1.2	80	97.6
33	2	2.4	82	100.0

88.32

APPENDIX-F
7

Attachment F-1
Page 4 of 5

CONTINU	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
0	3	3.7	3	3.7
1	57	69.5	60	73.2
2	16	19.5	76	92.7
3	5	6.1	81	98.8
4	1	1.2	82	100.0

12

88.32

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY - CHAPTER 2

210. I BELIEVE THAT THE SPANISH ACADEMY IS BENEFICIAL IN ASSISTING AISD STAFF IN COMMUNICATIONS WITH PARENTS AND STUDENTS IN SPANISH.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
ELEMENTARY	94	16	15	57	5	1
		17.0%	16.0%	60.6%	5.3%	1.1%
SECONDARY	74	9	11	41	9	4
		12.2%	14.9%	55.4%	12.2%	5.4%
HIGH SCHOOL	33	2	3	20	6	2
		6.1%	9.1%	60.6%	18.2%	6.1%
MIDDLE/JUNIOR HIGH	36	7	6	18	3	2
		19.4%	16.7%	50.0%	8.3%	5.6%
OTHER	5	0	2	3	0	0
		0.0%	40.0%	60.0%	0.0%	0.0%
OTHER PROFESSIONALS						
CAMPUS	82	14	15	40	7	6
		17.1%	18.3%	48.8%	8.5%	7.3%
NONCAMPUS	46	9	15	16	3	3
		19.6%	32.6%	34.8%	6.5%	6.5%
ADMINISTRATORS						
CAMPUS	41	14	7	14	6	0
		34.1%	17.1%	34.1%	14.6%	0.0%
CENTRAL	65	13	22	26	3	1
		20.0%	33.8%	40.0%	4.6%	1.5%
TOTALS						
TEACHERS	168	25	26	98	14	5
		14.9%	15.5%	58.3%	8.3%	3.0%
OTHER PROFESSIONALS	128	23	30	56	10	9
		18.0%	23.4%	43.8%	7.8%	7.0%
ADMINISTRATORS	106	27	29	40	9	1
		25.5%	27.4%	37.7%	8.5%	0.9%

211. I THINK MY SCHOOL/OFFICE/DEPARTMENT WOULD BENEFIT FROM A SPANISH ACADEMY CLASS.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
ELEMENTARY	119	19	38	36	16	10
		16.0%	31.9%	30.3%	13.4%	8.4%
SECONDARY	92	10	19	33	20	10
		10.9%	20.7%	35.9%	21.7%	10.9%
HIGH SCHOOL	44	4	11	14	12	3
		9.1%	25.0%	31.8%	27.3%	6.8%
MIDDLE/JUNIOR HIGH	47	6	8	18	8	7
		12.8%	17.0%	38.3%	17.0%	14.9%
OTHER	1	0	0	1	0	0
		0.0%	0.0%	100.0%	0.0%	0.0%
OTHER PROFESSIONALS						
CAMPUS	69	11	18	20	10	10
		15.9%	26.1%	29.0%	14.5%	14.5%
NONCAMPUS	39	10	9	11	6	3
		25.6%	23.1%	28.2%	15.4%	7.7%
ADMINISTRATORS						
CAMPUS	72	12	25	21	13	1
		16.7%	34.7%	29.2%	18.1%	1.4%
CENTRAL	56	9	24	11	7	5
		16.1%	42.9%	19.6%	12.5%	8.9%
TOTALS						
TEACHERS	211	29	57	69	36	20
		13.7%	27.0%	32.7%	17.1%	9.5%
OTHER PROFESSIONALS	108	21	27	31	16	13
		19.4%	25.0%	28.7%	14.8%	12.0%
ADMINISTRATORS	128	21	49	32	20	6
		16.4%	38.3%	25.0%	15.6%	4.7%

212. I HAVE SEEN FLIERS ANNOUNCING THE SCHEDULE AND SIGN-UP PROCEDURES FOR THE SPANISH ACADEMY (SPANISH AS A SECOND LANGUAGE) CLASSES AVAILABLE TO ALL AISD EMPLOYEES.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TEACHERS			
ELEMENTARY	94	76	18
		80.9%	19.1%
SECONDARY	82	53	29
		64.6%	35.4%
HIGH SCHOOL	50	30	20
		60.0%	40.0%
MIDDLE/JUNIOR HIGH	30	22	8
		73.3%	26.7%
OTHER	2	1	1
		50.0%	50.0%
OTHER PROFESSIONALS			
CAMPUS	73	54	19
		74.0%	26.0%
NONCAMPUS	49	34	15
		69.4%	30.6%
ADMINISTRATORS			
CAMPUS	71	68	3
		95.8%	4.2%
CENTRAL	69	61	8
		88.4%	11.6%
TOTALS			
TEACHERS	176	129	47
		73.3%	26.7%
OTHER PROFESSIONALS	122	88	34
		72.1%	27.9%
ADMINISTRATORS	140	129	11
		92.1%	7.9%

88.32

Chapter 2 Formula

Appendix G

TEAMS Improvement Funds

CHAPTER 2 FORMULA

TEAMS IMPROVEMENT FUNDS

Procedure

Information concerning the TEAMS improvement funds was collected from a questionnaire, the districtwide teacher/administrator survey, and program records. The procedure used for each will be discussed below.

Questionnaire

Information concerning TEAMS improvement funds was collected using a questionnaire completed by the program coordinator (see files for questionnaire). On April 10, 1989 this questionnaire was mailed to the Elementary School Curriculum Director. The questionnaire was returned April 24, 1989.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators received 28-44 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. There was one question concerning TEAMS improvement funds in the item pool. The question and responses are included in Attachment G-1.

Program Records

TEAMS test scores for participating schools were analyzed to see if TEAMS improvement funds had any effect on scores. The TEAMS scores were obtained from the Testing and Evaluation Evaluator. TEAMS test scores were entered into a database named ELE.WDB by a coder and reports were created to analyze the data. See Attachment G-2 for an example of a report.

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

219. THE HOMEWORK PILOT PRACTICE BOOKLET WAS AN EFFECTIVE WAY TO GET STUDENTS AND THEIR PARENTS INVOLVED IN PREPARING FOR THE TEAMS TEST.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. UNFAMILIAR WITH PILOT

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
111	108	2	106

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
SECONDARY	67	6	16	12	10	13	10
		9.0%	23.9%	17.9%	14.9%	19.4%	14.9%
HIGH SCHOOL	37	1	9	5	7	12	3
		2.7%	24.3%	13.5%	18.9%	32.4%	8.1%
MIDDLE/JUNIOR HIGH	30	5	7	7	3	1	7
		16.7%	23.3%	23.3%	10.0%	3.3%	23.3%
ADMINISTRATORS							
CAMPUS	39	8	15	12	0	0	4
		20.5%	38.5%	30.8%	0.0%	0.0%	10.3%
TOTALS							
TEACHERS	67	6	16	12	10	13	10
		9.0%	23.9%	17.9%	14.9%	19.4%	14.9%
ADMINISTRATORS	39	8	15	12	0	0	4
		20.5%	38.5%	30.8%	0.0%	0.0%	10.3%

220. THE TEAMS MATERIALS WE PURCHASED THROUGH CHAPTER 2 FUNDS WERE AN EFFECTIVE WAY TO PREPARE STUDENTS FOR THE TEAMS TEST.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
42	41	4	37

	NUMBER OF RESPONSES	A	B	C	D	E
ADMINISTRATORS						
CAMPUS	37	13	13	10	1	0
		35.1%	35.1%	27.0%	2.7%	0.0%
TOTALS						
ADMINISTRATORS	37	13	13	10	1	0
		35.1%	35.1%	27.0%	2.7%	0.0%

Chapter 2 Formula

Appendix H

PRIVATE SCHOOLS

CHAPTER 2 FORMULA

PRIVATE SCHOOLS

Procedure

In the spring of 1989, the grants administrator was contacted concerning the procedures used in notifying qualified private schools of the application process for 1988-89 Chapter 2 funds. The notification and evaluation procedures used are discussed below.

Private School Survey

In order to collect information concerning the effectiveness of Chapter 2 expenditures made by private schools who received Chapter 2 funds, a TEA survey form was adapted by ORE staff to be completed by the schools involved (see Attachment H-1 for survey and responses). This survey form was reviewed by the grants administrator and was sent during the first week of April, 1989 to private schools receiving funds (see Attachment H-2 for cover memo). A self-addressed, stamped envelope was included.

In May, 1989, program records were examined in the office of the grant administrator's bookkeeper in order to determine how funds were spent. These records included purchase requisitions submitted by private schools receiving Chapter 2 funds.

Program Records

On April 12, 1988, the grants administrator and Chapter 1 instructional administrator sent a memo explaining the application for 1988-89 funds to administrators of private (nonpublic) schools. Interested administrators were requested to complete a participation form indicating their intention to participate. This memo, participation form, and eligibility criteria are in the Chapter 2 evaluation files.

On April 29, 1988, a reminder memo (see files) was sent to administrators who did not return a participation form nor attend the planning meeting on April 26, 1988. Finally, on May 13, 1988, a certified letter (return receipt requested) was sent to administrators who had not responded to either of the earlier memos. This certified letter (see files) was sent to provide documentation that all private schools had received notification of the application for funds.

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In August, 1988, private schools were notified of the amount of funds allocated to their account. AISD purchasing procedures were attached (see files).

KEY

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

EFFECTIVENESS RATINGS OF CHAPTER 2 EXPENDITURES

Rate the effectivenss of Chapter 2 expenditures for each of the following types of students by circling the number which best describes your opinion. Please do not circle more than one number or mark between the numbers. Use the key below for definitions of scales.

KEY

1 = INEFFECTIVE. Accomplished almost none (0% TO 20%) of the intended purposes.

2 = NOT VERY EFFECTIVE. Accomplished few (21% to 40%) of the intended purposes.

3 = MODERATELY EFFECTIVE. Accomplished about half (41% to 60%) of the intended purposes.

4 = HIGHLY EFFECTIVE. Accomplished most (61% to 80%) of the intended purposes.

5 = EXTREMELY EFFECTIVE. Fully accomplished (81% TO 100%) of the intended purposes.

N = NOT APPLICABLE. Materials described on any given line were not assisted with Chapter 2 block grant funds.

Students in Bilingual/ESL Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

Students in Migrant Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

PLEASE COMPLETE BACK PAGE

Students in Compensatory Reading Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

Students in Other Compensatory Language Arts Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

Students in Compensatory Mathematics Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

Students in Gifted/Talented Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

Students in Special Education Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

Students Not in Any of the Categories Above

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N
Audio/Visual	1	2	3	4	5	N

PLEASE SEND THIS COMPLETED FORM TO:

Darrick Eugene
Austin Independent School District
Office of Research and Evaluation
6100 Guadalupe, Box 79
Austin, TX 78752

88.32

Austin Independent School District

Department of Intergovernmental Relations

April 7, 1989

MEMORANDUM

TO: Lauren Holmes/St. Theresa's School

FROM: Ann Cunningham/Grants Administrator

SUBJECT: Evaluation of ECIA Chapter 2 Formula Funds

The requirements for Chapter 2 funds include evaluation of the programs provided by these monies. The latest non-regulatory guidelines make it the local education agency's responsibility to include evaluation information about the programs provided to private school children in its records. We must submit this evaluation information to Texas Education Agency annually.

Attached is an evaluation form from the AISD Evaluation Associate for Chapter 2. This form serves to evaluate the effectiveness of expenditures from Chapter 2 block grant funds in the format requested by TEA. We are asking you to evaluate the effectiveness of the instructional materials, library books and equipment you purchased for your school with Chapter 2 funds. Effectiveness ratings for different groups of students are requested by TEA. We do realize that you may not have students that fit into all of the categories listed.

Please complete the enclosed survey and return it in the stamped, pre-addressed envelope to:

Darrick Eugene
Austin Independent School District
Office of Research and Evaluation
6100 Guadalupe, Box 79
Austin, TX 78752

Please call us at 458-1291 if you have any questions.

dyh

enc

xc: Nancy Baenen
Darrick Eugene
Sister Loretta
George Solana

5555 North Lamar, Bldg. H Austin, Texas 78751-1001 512/458-1291

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Chapter 2 Formula

Appendix I

Outdoor Learning Program

CHAPTER 2 FORMULA

OUTDOOR LEARNING PROGRAM

Procedure

Information concerning the Outdoor Learning Program evaluation was collected from a questionnaire and the districtwide teacher/administrator survey. The procedure for each method will be discussed separately below.

Questionnaire

Information concerning the Outdoor Learning Program was collected using a questionnaire completed by the program coordinator (see files for questionnaire). On April 10, 1989 this questionnaire was mailed to the Outdoor Learning Program coordinator. The questionnaire was returned April 24, 1989.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators received 28-44 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. The survey item on the Outdoor Learning Program is included as Attachment I-1.

Program Records

Teachers of classes scheduled for a 1988-89 study trip filled out program registration forms. In addition to information on the school, grade, class size, and site, the cards asked for an ethnic breakdown of the class. A sample Teacher Card is included in the Chapter 2 Formula files.

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

221. THE STUDY TRIP ASSIGNMENTS FOR OUTDOOR LEARNING WERE ALLOCATED TO ELEMENTARY SCHOOLS IN AN APPROPRIATE MANNER.

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
297	290	16	274

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
ELEMENTARY	247	25	53	125	30	14
		10.1%	21.5%	50.6%	12.1%	5.7%
ADMINISTRATORS						
CAMPUS	27	3	11	11	2	0
		11.1%	40.7%	40.7%	7.4%	0.0%
TOTALS						
TEACHERS	247	25	53	125	30	14
		10.1%	21.5%	50.6%	12.1%	5.7%
ADMINISTRATORS	27	3	11	11	2	0
		11.1%	40.7%	40.7%	7.4%	0.0%

222. THE RANDOM DRAWING OF ELIGIBLE APPLICANTS TO DETERMINE LOCAL CAMPUS PARTICIPATION IS THE BEST WAY TO ALLOCATE THE OUTDOOR LEARNING TRIPS ON EACH CAMPUS.

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
310	306	26	280

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
ELEMENTARY	236	17	35	108	43	33
		7.2%	14.8%	45.8%	18.2%	14.0%
ADMINISTRATORS						
CAMPUS	44	4	4	13	15	8
		9.1%	9.1%	29.5%	34.1%	18.2%
TOTALS						
TEACHERS	236	17	35	108	43	33
		7.2%	14.8%	45.8%	18.2%	14.0%
ADMINISTRATORS	44	4	4	13	15	8
		9.1%	9.1%	29.5%	34.1%	18.2%

RSEMO19 AUSTIN INDEPENDENT SCHOOL DISTRICT 04/28/89
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

223. FIELD TRIPS COORDINATED BY THE OUTDOOR LEARNING PROGRAM ARE EFFECTIVE.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
299	297	23	274

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
ELEMENTARY	256	51	69	128	6	2
		19.9%	27.0%	50.0%	2.3%	0.8%
ADMINISTRATORS						
CAMPUS	18	7	6	4	0	1
		38.9%	33.3%	22.2%	0.0%	5.6%
TOTALS						
TEACHERS	256	51	69	128	6	2
		19.9%	27.0%	50.0%	2.3%	0.8%
ADMINISTRATORS	18	7	6	4	0	1
		38.9%	33.3%	22.2%	0.0%	5.6%

Chapter 2 Formula

Appendix J

Wicat Computer Lab Instructional Aide

CHAPTER 2 FORMULA

Wicat Computer Lab Instructional Aide

Procedure

Information concerning the Wicat Computer Lab evaluation was collected from a questionnaire and the districtwide teacher/administrator survey. The procedure for each method will be discussed separately below.

Questionnaire

On April 4, 1989, the principal at Blanton Elementary school was sent a questionnaire. The questionnaire contained questions on most of the the evaluation objectives for the WICAT program (see files for questionnaire). The questionnaire was returned April 24, 1989.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators received 28-44 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. There was one question concerning Wicat Computer Lab in the item pool. The question and responses are included in Attachment J-1.

224. THE WICAT LAB IS AN EFFECTIVE WAY OF DEVELOPING READING AND MATHEMATICS SKILLS.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
30	30	3	27

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
ELEMENTARY	26	13	6	6	1	0
		50.0%	23.1%	23.1%	3.8%	0.0%
ADMINISTRATORS						
CAMPUS	1	1	0	0	0	0
		100.0%	0.0%	0.0%	0.0%	0.0%
TOTALS						
TEACHERS	26	13	6	6	1	0
		50.0%	23.1%	23.1%	3.8%	0.0%
ADMINISTRATORS	1	1	0	0	0	0
		100.0%	0.0%	0.0%	0.0%	0.0%

APPENDIX-J
3

Chapter 2 Formula

Appendix K

SCHOOL-COMMUNITY LIAISON PROGRAM

CHAPTER 2 FORMULA

School-Community liaison Program

Procedure

Information concerning the School-Community Liaison Program evaluation was collected in two ways. The procedure for each will be discussed separately below.

Questionnaire

Information concerning the School-Community Liaison Program was collected using a questionnaire completed by the program coordinator (see files for questionnaire). On April 10, 1989 this questionnaire was mailed to the Home/School Services Coordinator. The questionnaire was returned April 24, 1989.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators received 28-44 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. The survey Item on the School-Community Liaison Program is included in Attachment K-1.

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DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

227. PARENT AND STUDENT INVOLVEMENT IN SPECIAL ACTIVITIES IS FACILITATED BY THE TRANSPORTATION SERVICES COORDINATED BY THE SCHOOL-COMMUNITY LIAISON OFFICE.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF PEOPLE SAMPLED			
	SENT	RETURNED	INVALID/BLANK	VALID
	94	91	2	89

	NUMBER OF RESPONSES	A	B	C	D	E
ADMINISTRATORS						
CAMPUS	89	13	21	41	10	4
		14.6%	23.6%	46.1%	11.2%	4.5%
TOTALS						
ADMINISTRATORS	89	13	21	41	10	4
		14.6%	23.6%	46.1%	11.2%	4.5%

Chapter 2 Formula

Appendix L

Prekindergarten Units at Blanton and Travis Heights

CHAPTER 2 FORMULA

Prekindergarten Units at Blanton and Travis Heights

Procedure

Information concerning the Blanton and Travis Heights Prekindergarten Program evaluation was collected from a questionnaire and the Chapter 1 Evaluator. The procedure for each method will be discussed separately below.

Questionnaire

On April 4, 1989, the Prekindergarten program coordinator was sent a questionnaire. The questionnaire contained questions on most of the the evaluation objectives for the Pre-K program (see files for questionnaire). The questionnaire was returned April 24, 1989.

Chapter 1 Evaluator.

On June 5, 1988 the Chapter 1 Evaluator supplied information on the Peabody Picture Vocabulary Test-Revised scores for Blanton and Travis Heights elementary schools. This information provided the basis for investigating the effectiveness of the Pre-K program.

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Chapter 2 Formula

Appendix M

Academic Decathlon

CHAPTER 2 FORMULA

ACADEMIC DECATHLON

Information concerning the Academic Decathlon evaluation was collected from a questionnaire and the districtwide teacher/administrator survey. The procedure for each method will be discussed separately below.

Questionnaire

Information concerning the Academic Decathlon was collected using a questionnaire completed by the program coordinator (see Attachment M-1). On April 10, 1989 this questionnaire was mailed to the Director of Academic, Vocational, and Special Education Curriculum and Programs. The questionnaire was returned April 24, 1989.

Districtwide Teacher/Administrator Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1988-89, the teacher/administrator survey was conducted in the spring and included all teachers and administrators. The survey was administered March 7 - March 24, 1989 and included 283 items overall. Of these items, teachers received 28-48 items per survey, other professionals received 33-48 items per survey, and administrators received 28-44 items per survey. The return rate for teachers, other professionals and administrators was 96%, 87%, and 90% respectively. The survey items on the Academic Decathlon Program are included in Attachment M-2.

RECEIVED
MAR 27 1989

1988-89 CHAPTER 2 FORMULA QUESTIONNAIRE

For the purpose of evaluating the Academic Decathalon, this questionnaire has been prepared by the Chapter 2 Formula evaluation associate. Please complete the following questions and return to Darrick Eugene, ORE, Carruth Administration Building by April 24, 1989.

WHAT STUDENT POPULATIONS WERE SERVED WITH CHAPTER 2 FUNDS? CIRCLE THE NUMBER OF THE APPROPRIATE CATEGORY(IES).

1. MIGRANT STUDENTS
2. COMPENSATORY EDUCATION STUDENTS
3. TALENTED AND GIFTED STUDENTS
4. OTHER STUDENTS
5. STAFF OR PARENTS

HOW WERE CHAPTER 2 FUNDS USED FOR THE Academic Decathalon? CIRCLE THE APPROPRIATE CATEGORIES AND EFFECTIVENESS RATING FOR EACH.

1-5 Ineffective (1) to Extremely Effective (5). Accomplished almost none (0% to 20%)(1) to almost all (81% to 100%)(5) of the intended purpose(s).

NA. Not Applicable. Materials, programs, services, or activities described on any given line were not assisted with Chapter 2 block grant funds.

TYPE EXPENDITURE	EFFECTIVENESS					
SALARIES	1	2	3	(4)	5	NA
BRIEF DESCRIPTION						
BOOKS, MATERIALS	1	2	3	(4)	5	NA
BRIEF DESCRIPTION						
COMPUTERS	1	2	3	4	5	(NA)
BRIEF DESCRIPTION						
TESTING/EVALUATION	1	2	3	(4)	5	NA
BRIEF DESCRIPTION						
AUDIO/VISUAL	1	2	3	4	5	(NA)
BRIEF DESCRIPTION						

If you rated any uses as ineffective or very effective, why?

What changes (if any) would you recommend for next year for the Academic Decathalon?

Two coaches per school.
$1200 stipend per coach.

How many students were served? Approximately 50

How many schools participated? Seven entered the preparations.
Six actually competed

How effective academically was the Decathlon? Very (4) effective
for students who
participated

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
CHAPTER 2

225. BOTH THE DISTRICT AND STUDENTS BENEFITTED FROM OUR PARTICIPATION IN THE ACADEMIC DECATHLON.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	SENT	NUMBER OF PEOPLE SAMPLED RETURNED	INVALID/BLANK	VALID
	304	290	22	268

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
SECONDARY	230	30	58	129	8	5
		13.0%	25.2%	56.1%	3.5%	2.2%
HIGH SCHOOL	132	18	39	69	5	1
		13.6%	29.5%	52.3%	3.8%	0.8%
MIDDLE/JUNIOR HIGH	98	12	19	60	3	4
		12.2%	19.4%	61.2%	3.1%	4.1%
ADMINISTRATORS						
CAMPUS	38	12	5	20	0	1
		31.6%	13.2%	52.6%	0.0%	2.6%
TOTALS						
TEACHERS	230	30	58	129	8	5
		13.0%	25.2%	56.1%	3.5%	2.2%
ADMINISTRATORS	38	12	5	20	0	1
		31.6%	13.2%	52.6%	0.0%	2.6%

226. THE ACADEMIC DECATHLON COMPETITION IS AN EFFECTIVE WAY TO PROMOTE ACADEMIC EXCELLENCE.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. UNFAMILIAR WITH

	SENT	NUMBER OF PEOPLE SAMPLED RETURNED	INVALID/BLANK	VALID
	326	306	20	286

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
SECONDARY	232	31	67	86	9	4	35
		13.4%	28.9%	37.1%	3.9%	1.7%	15.1%
HIGH SCHOOL	133	19	41	53	7	3	10
		14.3%	30.8%	39.8%	5.3%	2.3%	7.5%
MIDDLE/JUNIOR HIGH	99	12	26	33	2	1	25
		12.1%	26.3%	33.3%	2.0%	1.0%	25.3%
ADMINISTRATORS							
CAMPUS	39	12	11	13	1	1	1
		30.8%	28.2%	33.3%	2.6%	2.6%	2.6%
CENTRAL	15	3	6	5	0	0	1
		20.0%	40.0%	33.3%	0.0%	0.0%	6.7%
TOTALS							
TEACHERS	232	31	67	86	9	4	35
		13.4%	28.9%	37.1%	3.9%	1.7%	15.1%
ADMINISTRATORS	54	15	17	18	1	1	2
		27.8%	31.5%	33.3%	1.9%	1.9%	3.7%

Chapter 2 Formula

Appendix N

NEEDS ASSESSMENT

CHAPTER 2 FORMULA

Needs Assessment

Proceedure

The Chapter 2 needs assessment requires responses from teachers, administrators and parents. The teacher and administrator information was obtained from the district wide personnel survey. The parent opinions were obtained from surveys distributed at selected Parent Advisor Committee meetings (see Attachment N-1). During the first week of February the Chapter 2 evaluation associate contacted the Grants Administrator and a Parent Involvement Specialist about the participation of parents in the Chapter 2 needs assessment. Arrangements were made to survey the parents attending the Parent Advisory Committee meetings on March 7, 22, and 29 and April 18. The results from these surveys were summarized and given to Ann Cunningham on April 28, 1989.

CHAPTER 2 NEEDS ASSESSMENT

AISD would like your input before it decides which programs to fund in 1989-90 with Chapter 2 Formula federal funds. Federal Chapter 2 funds can be used in the following ways. Please circle the letter of up to four types of programs you believe should have the highest funding priority. The programs most in need of funding are those which:

A. Meet the education needs of potential dropout students and high-cost students;
B. Acquire instructional, educational, and other materials to improve the quality of instruction;
C. Are innovative and designed to carry out schoolwide improvements (i.e., effective schools);
D. Provide training and staff development to enhance the knowledge and skills of educational personnel;
E. Are designed to enhance personal student achievement excellence, including instruction in ethics, arts, humanities, physical fitness, health education, and participation in community service projects;
F. Focus on basic skills improvement;
G. Provide early childhood programs.

Now, please give us your opinion of the importance of the specific programs or services funded in 1988-89 as listed below. Elementary and secondary programs are listed separately. Below, please check the four secondary programs you feel most need continued Chapter 2 funding in 1989-90.

SECONDARY PROGRAMS/SERVICES BEING CONSIDERED

_____SCHOOL-COMMUNITY LIAISON PROGRAM: Provides funds for transportation, copying, and supplies.

_____SPANISH ACADEMY: Provides Spanish instruction to AISD staff after work to help them in their interactions with Spanish-speaking limited-English-proficient (LEP) students.

_____EXTRACURRICULAR TRANSPORTATION SUPPORT: Provides transportation for reassigned secondary students participating in extracurricular activities (such as band and athletic events) before or after school.

_____HOMEWORK PILOT: Provides funds for development and copying of a homework packet to be used to help seventh-and ninth-grade students with Texas Educational Assessment of Minimum Skills (TEAMS) mathematics problems.

_____PEER ASSISTANCE AND LEADERSHIP (PAL): Provides training for secondary students to work as peer tutors/facilitators with younger students showing academic and/or social adjustment problems.

_____ACADEMIC DECATHLON PROGRAM: Provides funds to be used to sponsor an academic contest between schools which involves eleventh-and twelfth-grade students.

_____JOHNSTON COMPREHENSIVE COMPETENCIES PROGRAM: Provides funds for a lab instructor and a teachers' aide who use special self-paced learning materials and computer-assisted instruction to help prevent students from dropping out of school.

Now, check the four elementary programs you believe most need continued Chapter 2 funding in 1989-90.

ELEMENTARY PROGRAMS/SERVICES BEING CONSIDERED

_____**OUTDOOR LEARNING PROGRAM:** Provides transportation and admission fees for study trips to bring elementary students together in a variety of outdoor learning environments.

_____**PREKINDERGARTEN SUPPORT:** Provides supplemental support to prekindergarten classes by funding afternoon sessions (not required by law) for three prekindergarten classes.

_____**PROJECT ASSIST:** Provides an instructional monitor to staff an in-school suspension room in three elementary schools. The principal refers students to the room, and following Glasser's reality therapy principles, students and the monitor develop a plan to change the undesirable behavior.

_____**TEAMS IMPROVEMENT:** Provides funds to be used for instructional materials at the elementary level.

_____**WICAT COMPUTER LAB:** Provides funds for an instructional aide to run the Wicat computer lab at Blanton Elementary. Students go to the lab for additional reading or mathematics computer-assisted instruction.

_____**SCHOOL-COMMUNITY LIAISON PROGRAM:** Provides funds for transportation, copying, and supplies.

_____**SPANISH ACADEMY:** Provides Spanish instruction to AISD staff after work to help them in their interactions with Spanish-speaking limited-English-proficient (LEP) students.

In the space below, please list any other programs or services you think AISD needs to provide with these funds.

Thank you. Please turn this form in now.

Austin Independent School District

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